

2019-20 HPS District Improvement

Plan submitted 6-27-19

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

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: 11	Academic	\$3614356
2	All students will show growth in math.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$3614356
3	All students will be proficient in writing.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$3614356
4	All students will be proficient in science.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$3614356
5	All students will be proficient in social studies.	Objectives: 1 Strategies: 3 Activities: 11	Academic	\$3614356
6	All students and staff will participate in a Multi-Tiered System of Support for behavior and show growth in Tier I fidelity.	Objectives: 1 Strategies: 3 Activities: 11	Organizational	\$3614356

Goal 1: All students will show growth in reading.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth and 60% will meet their growth target in reading in English Language Arts by 06/04/2020 as measured by the NWEA MAP Reading assessment and State ELA assessments.

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 * Collaborative for Social Emotional Learning * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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, Intervention Teachers, and Administrators * District-led curriculum work * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMM Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12, and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p>	<p>Implementa tion, Curriculum Developme nt</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Title II Part A</p>	<p>Instructiona l Liaisons, Instructiona l Coaches, Teachers, and Administrat ors</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	Implementa tion, Teacher Collaborati on, Professiona l Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title IV Part A, Title II Part A, Title II Part A	Instructiona l Coaches, Teachers, Administrat ors, and external consultants
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<ul style="list-style-type: none"> * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences <p>Schools: All Schools</p>								
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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.</p> <p>(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.</p> <p>(b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.</p> <p>(c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.</p> <ul style="list-style-type: none"> * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Counselors, and Student Services Advisors

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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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) * Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP) * Youth Connection Groups 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Title I Schoolwide, Section 31a</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</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, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * 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 * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 Don 								
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<p>Administrators, and external consultants including Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) <p>Schools: All Schools</p>								
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Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: All Schools</p>	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administrators, Teachers, and Aides
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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	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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 * Assessment Literacy Network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Title II Part A</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
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Goal 2: All students will show growth in math.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will increase student growth and 60% will meet their growth target in Mathematics by 06/04/2020 as measured by the NWEA MAP Math Assessment and State Math assessments.

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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science Standards integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p>	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title IV Part A, Title II Part A, Title II Part A	Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants
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<ul style="list-style-type: none"> * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences <p>Schools: All Schools</p>								
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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.</p> <p>(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.</p> <p>(b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.</p> <p>(c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.</p> <ul style="list-style-type: none"> * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Counselors, and Student Services Advisors

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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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) * Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP) * Youth Connection Groups 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Title I Schoolwide, Section 31a</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</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, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * 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 * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 Don 								
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<p>Administrators, and external consultants including Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) <p>Schools: All Schools</p>								
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Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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>Schools: All Schools</p>	<p>Implementation, Monitor, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders</p>
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$60500</p>	<p>Section 31a</p>	<p>Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers</p>

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Section 31a, Title III	Administrators, Teachers, and Aides
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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	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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	07/01/2019	06/30/2020	\$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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Title II Part A</p>	<p>Administrators and Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
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Goal 3: All students will be proficient in writing.

Measurable Objective 1:

55% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/04/2020 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMM Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p>	<p>Implementa tion, Curriculum Developme nt</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Title II Part A</p>	<p>Instructiona l Liaisons, Instructiona l Coaches, Teachers, and Administrat ors</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	Implementa tion, Teacher Collaborati on, Professiona l Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$124951	Title IV Part A, Title II Part A, Title II Part A	Instructiona l Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
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<ul style="list-style-type: none"> * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences <p>Schools: All Schools</p>								
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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.</p> <p>(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.</p> <p>(b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.</p> <p>(c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.</p> <ul style="list-style-type: none"> * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Counselors, and Student Services Advisors

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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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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) * Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP) * Youth Connection Groups 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Section 31a, Title I Schoolwide</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</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, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * 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 * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 Don 								
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<p>Administrators, and external consultants including Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) <p>Schools: All Schools</p>								
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Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: All Schools</p>	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Section 31a, Title III	Administrators, Teachers, and Aides
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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	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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 - 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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Title II Part A</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
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Goal 4: All students will be proficient in science.

Measurable Objective 1:

30% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Science by 06/04/2020 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p>	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	Implementa tion, Teacher Collaborati on, Professiona l Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title IV Part A, Title II Part A, Title II Part A	Instructiona l Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
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<ul style="list-style-type: none"> * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences <p>Schools: All Schools</p>								
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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.</p> <p>(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.</p> <p>(b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.</p> <p>(c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.</p> <ul style="list-style-type: none"> * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Counselors, and Student Services Advisors

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>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, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * 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 * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 Don 								
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Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: All Schools</p>	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

Activity - Support English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administrators, Teachers, and Aides
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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	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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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Howell Public Schools

Support Students with Disabilities with research-based strategies, technology, and other programs. Schools: All Schools	Behavioral Support Program, Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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 - 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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Title II Part A</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
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Goal 5: All students will be proficient in social studies.

Measurable Objective 1:

30% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Children in a Military Family, Children in Foster Care, Economically Disadvantaged, Hispanic or Latino, Homeless, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies by 06/04/2020 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p>	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	Implementa tion, Teacher Collaborati on, Professiona l Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title II Part A, Title II Part A, Title IV Part A	Instructiona l Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
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Howell Public Schools

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<ul style="list-style-type: none"> * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences <p>Schools: All Schools</p>								
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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.</p> <p>(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.</p> <p>(b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.</p> <p>(c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.</p> <ul style="list-style-type: none"> * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Counselors, and Student Services Advisors

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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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) * Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP) * Youth Connection Groups 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Section 31a, Title I Schoolwide</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</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, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * 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 * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 Don 								
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<p>Administrators, and external consultants including Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) <p>Schools: All Schools</p>								
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Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team leaders
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: All Schools</p>	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Howell Public Schools

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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administrators, Teachers, and Aides
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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	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</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 behavior and show growth in Tier I fidelity.

Measurable Objective 1:

collaborate to show 20% growth in Tier I fidelity by 06/04/2020 as measured by the Michigan Integrated Behavior Learning Support Initiative, School-Wide Positive Behavior Interventions and Supports Tiered Fidelity Inventory (MIBLSI SWPBIS TFI).

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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMM Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences <p>Schools: All Schools</p>	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	Implementa tion, Teacher Collaborati on, Professiona l Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title II Part A, Title II Part A, Title IV Part A	Instructiona l Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
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<ul style="list-style-type: none"> * START * Study of Early Literacy and Early Literacy Essentials * Staff meetings * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences <p>Schools: All Schools</p>								
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Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.</p> <p>(a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult.</p> <p>(b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.</p> <p>(c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio.</p> <ul style="list-style-type: none"> * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning <p>Schools: All Schools</p>	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Counselors, and Student Services Advisors

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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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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) * Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP) * Youth Connection Groups 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Section 31a, Title I Schoolwide</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</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, Ray Marino, Jessica Minahan 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * 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 * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 Don 								
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<p>Administrators, and external consultants including Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) <p>Schools: All Schools</p>								
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Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	No Funding Required	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: All Schools</p>	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Howell Public Schools

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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administrators, Teachers, and Aides
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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	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Special Education	Administrators, Student Services Advisors, Counselors, Teachers, 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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Title II Part A</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 41

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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$406656</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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	* TIES (Teaching, Interacting, Encouraging Students)								
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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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$406656</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Progress Monitoring & Data Analysis	<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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 	Implementation, Monitor, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders

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<p>Career Readiness</p>	<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork. (a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult. (b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields. (c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio. * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning</p>	<p>Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Teachers, Counselors, and Student Services Advisors</p>
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Title III

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Howell Public Schools

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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrators, Teachers, and Aides

Special Education

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Howell Public Schools

Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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Howell Public Schools

Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$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, Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Howell Public Schools

Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff

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Howell Public Schools

Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$26000</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences							
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$26000</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences							
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$68952</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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Howell Public Schools

	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
<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:</p> <ul style="list-style-type: none"> * AdvancED * Assessment Literacy Network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$68952</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$68952</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$26000</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science Standards integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p>
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$26000</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences							
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Howell Public Schools

<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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p>
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Howell Public Schools

<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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</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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Howell Public Schools

<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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
<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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>

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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$26000</p>	<p>Instructional Coaches, Teachers, Administrators, and external consultants</p>
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences							
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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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p>
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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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrators and Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Howell Public Schools

<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>Implementation, Academic Support Program, Monitor</p>	<p>Tier 3</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$60500</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>Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$127389</p>	<p>Administrators, Teachers, and Aides</p>

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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1287616</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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2019-20 HPS District Improvement Plan submitted 6-27-19

Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging Students)							
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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrators, Teachers, and Aides

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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1287616</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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Howell Public Schools

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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	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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Howell Public Schools

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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1287616</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan, and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging Students)							
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	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers
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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrators, Teachers, and Aides

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$29999</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$29999</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences							
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* Technology integration* Workshop Units of Study (Columbia TCRWP)* Workshops and conferences							
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$29999</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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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 * Collaborative for Social Emotional Learning * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Instructional Coaches, and Teachers</p>
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Howell Public Schools

<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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12, and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$124951</p>	<p>Instructional Coaches, Teachers, Administrators, and external consultants</p>
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Howell Public Schools

	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * 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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan, and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging Students)							
Progress Monitoring & Data Analysis	<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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 	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrators, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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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 * Assessment Literacy Network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants
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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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science Standards integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$124951</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * 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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan, and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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	* TIES (Teaching, Interacting, Encouraging Students)							
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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	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrators, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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.	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrators and Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants
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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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$124951</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan, and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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	* TIES (Teaching, Interacting, Encouraging Students)							
Progress Monitoring & Data Analysis	<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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 	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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 	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrators, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants
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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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$124951</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none">* 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* Teachers College Summer Reading Institute (Columbia TCRWP)* 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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan, and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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	* TIES (Teaching, Interacting, Encouraging Students)							
Progress Monitoring & Data Analysis	<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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 	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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<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>Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$132818</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>Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$5640</p>	<p>District Homeless Liaison, Administrators, Counselors, Student Services Advisors, Teachers, Instructional Staff, and Support Staff</p>
<p>Support Students with Disabilities</p>	<p>Support Students with Disabilities with research-based strategies, technology, and other programs.</p>	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1549500</p>	<p>Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff</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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</p>	<p>Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants</p>
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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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Instructional Coaches, and Teachers</p>
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Howell Public Schools

<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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p>
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$124951</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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Howell Public Schools

	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * Technology integration * Workshop Units of Study (Columbia TCRWP) * Workshops and conferences 							
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan, and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging Students)							
Progress Monitoring & Data Analysis	<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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 	Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team leaders
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 	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrators, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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>07/01/2019</p>	<p>06/30/2020</p>	<p>\$14095</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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Howell Public Schools

<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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Critical Friends Group * Differentiated instruction * Explicit Instruction * Formative Assessment / Assessment Literacy * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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>Implementation, Walkthrough, Evaluation, Direct Instruction</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Instructional Coaches, and Teachers</p>
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Howell Public Schools

<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 * Collaborative for Social Emotional Learning (CASEL) Framework * EveryDay Math * Math Extreme * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Next Generation Science Standards * District-wide implementation of Workshop Units of Study for Reading, Writing, and Phonics (Columbia University TCRWP) in grades BK-5 * District-wide implementation of Science Education for Public Understanding Program (SEPUP) in grades 6-8 * Pilot implementation of Next Generation Science integration in grades BK-5, including pilots of Battle Creek Science, Create for STEM (MSU), HMH Science, iQuest Science, McGraw Hill Science, Mystery Science, Phenomenal Science, and MiStar Science * Pilot implementation of Big Ideas math curriculum in grades 6-12 and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS), Reveal Math, and Into Math * District-wide implementation of Project-Based Learning (PBL) including Wonder Workshop, Information in Action Kits, and Classroom PBL with a science focus * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences 	<p>Implementation, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$32580</p>	<p>Instructional Liaisons, Instructional Coaches, Teachers, and Administrators</p>
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Howell Public Schools

<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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Behavior Code * Book studies * Capturing Kids Hearts * Collaborative for Social Emotional Learning (CASEL) Framework * 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) * Literacy4Real Conference * Michigan Association of Computer Users in Learning (MACUL) * Michigan Reading Association (MRA) * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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</p>	<p>Implementation, Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$124951</p>	<p>Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants</p>
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	<ul style="list-style-type: none"> * 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 * Teachers College Summer Reading Institute (Columbia TCRWP) * 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, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, 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 * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * Leader in Me * Leveled Literacy Intervention * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * 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 	<p>Behavioral Support Program, Implementation, Academic Support Program, Monitor</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$1694272</p>	<p>Teachers, Aides, Student Services Advisors, Counselors, Administrators, Instructional Coaches, and external consultants</p>
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<p>* Software and online intervention support systems such as Accelerated Reader, IXL Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw</p> <p>* TIES (Teaching, Interacting, Encouraging Students)</p> <p>* Workshop Units of Study for Reading, Writing, and Phonics (Columbia TCRWP)</p> <p>* Youth Connection Groups</p> <p>Middle school support including:</p> <p>* Advisory schedule at Middle School</p> <p>* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators</p> <p>* 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, Ray Marino, Jessica Minahan and others</p> <p>* Counseling or behavioral intervention programs and services including Counselors and Student Services Advisors with specialized training in behavioral intervention strategies</p> <p>* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs</p> <p>* Behavior Code</p> <p>* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)</p> <p>* Collaborative for Social Emotional Learning (CASEL) Framework</p> <p>* Collective Efficacy</p> <p>* Community resources and volunteers, including adult and community education, libraries, and community colleges</p> <p>* Core support classes such as Deciphering Science, Math Power Hour, Reading Destinations, and Writers Studio</p> <p>* Create U</p> <p>* Explicit Instruction</p> <p>* Instructional rounds / Teacher labs / Learning walks</p> <p>* Math Extreme</p> <p>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</p> <p>* Positivity Project</p> <p>* Project-Based Learning</p> <p>* Program Success</p>							
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<ul style="list-style-type: none"> * 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 Don Banfield, Ray Marino, Jessica Minahan, 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 * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges * Explicit Instruction * Instructional rounds / Teacher labs / Learning walks * LINK crew * Mental Health Foundation * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Project-Based Learning * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging 							
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	* TIES (Teaching, Interacting, Encouraging Students)							
Progress Monitoring & Data Analysis	<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, and RAP) * 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 * Alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies <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 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrators, Teachers, Aides, School Improvement Chairs, and Data Team Leaders
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 	Implementation, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrators, Counselors, Social Workers, Student Services Advisors, and Teachers

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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	Implementation, Parent Involvement, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrators, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care Students with comparable services.	Implementation, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	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, Implementation, Academic Support Program, Technology, Monitor, Getting Ready, Professional Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrators, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructional Staff

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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 * Assessment Literacy network * Association for Supervision and Curriculum Development (ASCD) * Livingston Educational Services Agency (LESA) programs and networks, including other Consortia * 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) * Next Generation Science eXemplar network * Study of Early Literacy (SOEL) network * External consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences 	Professional Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrators, Student Services Advisors, Teachers, Aides, Instructional Coaches, and external consultants
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Howell Public Schools

<p>Career Readiness</p>	<p>Opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork. (a) Each school will provide a variety of age-appropriate career informational resources in grades K-12, an opportunity in appropriate grades to complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences, and an opportunity in appropriate grades to discuss career interests, options, and preparations with a school counselor or another knowledgeable adult. (b) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields. (c) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio. * Advisory time or Flex Time * Community resources and volunteers, including adult and community education, libraries, and community colleges * Enrichment time schedule structure * Highly qualified staff to facilitate opportunities including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Project-Based Learning</p>	<p>Career Preparation /Orientation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>07/01/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Administrators, Teachers, Counselors, and Student Services Advisors</p>
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