**Howell Public Schools** 

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

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# **Overview**

**Plan Name** 

2019-20 HPS District Improvement Plan submitted 6-27-19

**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			Source Of Funding	Staff Responsibl
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* Youth Connection Groups  Structures will include:  * 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	instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include: * 5D+: Assessment for Student Learning	Implementa tion, Walkthroug h, Evaluation, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administra ors, Instruction I Coaches and Teachers
* Release time * Staff meetings * Workshops and conferences	Structures will include:  * 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								

Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl e
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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:  * 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  Schools: All Schools	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Title II Part	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
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 Responsibl e

Note: HPS intends to transfer Title IV funds to Title II to support	Implementa	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title IV Part	Instructiona
this goal.	tion,	1101 1	Implomont	0170172010	00/00/2020	Ψ121001	A, Title II	I Coaches,
Teachers will participate in professional development aligned to	Toochor						Part A, Title	
the 5D+ Instructional Framework in focus areas and structures	Colloborati							
	Collaborati						II Part A	Administrat
that will include:	on,							ors, and
* 5D+: Assessment for Student Learning	Professiona							external
* 5D+: Classroom Environment and Culture	I Learning							consultants
* 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			1					
* Project-Based Learning including Wonder Workshop,								
Information in Action Kits, and Classroom PBL								
* Project Lead The Way			1					
* Reaching Higher			1					
* Reading Apprenticeship								
* Release time			1					
* Social Studies C3 Framework			1					
* START								
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* 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 Schools: All Schools				

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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		Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Teachers, Counselors, and Student Services Advisors
Schools: All Schools								

#### Strategy 2:

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

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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 Type	Tier	Phase	Begin Date	End Date		Staff Responsibl
							le

The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 in behavioral intervention at training in the provider in the provider intervention at training intervention at training in the provider intervention	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Title I Schoolwide , Section 31a	Teachers, Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and external consultants
Richardson, and others  Counseling or behavioral intervention programs and services								
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								

Middle school support including:			
* 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)			
High school support including:			
* Flex time schedule structure at High School			
* Innovation Academy alternative education program			
* Highly qualified staff to provide interventions including			
Teachers, Aides, Student Services, Advisors, Counselors, and			
Administrators			
* Highly qualified instructional staff to provide job-embedded,			
ongoing, and need-based professional learning including			
Instructional Coaches, Teachers, Student Services Advisors,			
Administrators, and external consultants including Don			
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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 antibullying 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			
* Community resources and volunteers, including adult and community education, libraries, and community colleges			
* Instructional rounds / Teacher labs / Learning walks * LINK crew			
* 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)			
Schools: All Schools			

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date			Staff Responsibl
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e
Provide extended learning opportunities including:  * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready  * Credit recovery / high school completion  * Blended Learning  * Online Learning  * Project-Based Learning including Offline Seat Time Waiver  * Summer school  * Workshops and conferences  Schools: All Schools	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$132818	Section 31a	Administrat ors, Teachers, and Aides
Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned		Staff Responsible
Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Α	District Homeless Liaison,

Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Support Homeless and Foster Care students with comparable services.  Schools: All Schools	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff

Activity - Support Students with Disabilities	Activity Type	Tier	Phase	Begin Date				Staff Responsible
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Support Students with Disabilities with research-based	Behavioral	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Special	Administrat
strategies, technology, and other programs.	Support						Education	ors,
	Program,							Student
Schools: All Schools	Implementa							Services
	tion,							Advisors,
	Academic							Counselors
	Support							, Teacher
	Program,							Consultants
	Technology							, Special
	, Monitor,							Education
	Getting							Ancillary
	Ready,							Staff,
	Direct							Teachers,
	Instruction,							and
	Professiona							Instructiona
	I Learning							I Staff

#### 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				Staff Responsibl e	
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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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Title II Part A	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
Schools: All Schools								

## 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)

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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			Source Of Funding	Staff Responsibl e
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Teachers will be supported and held accountable for instructional best practices in the 5D+ instructional Framework instructional best practices in the 5D+ instructional Framework 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Professional Communication 6D+. Professional Collaboration 5D+. Professional Collaboration 6D+. Professional Collabor
Schools: All Schools

Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments	Activity Type	Tier	Phase	Begin Date	Resource Assigned	Staff Responsibl
						e

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Schools: All Schools	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:  * 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 * Professional Learning Communities * Principal-led curriculum work * Release time * Social Studies C3 Framework * Staff meetings * Workshops and conferences	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Title II Part	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
	SCHOOLS. All SCHOOLS								

Activity - Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention

Activity Tier Phase Begin Date End Date Resource Assigned Funding Responsible

Note: HPS intends to transfer Title IV funds to Title II to support	Professiona	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title IV Part	Instructiona
this goal.	I Learning		1 .		1		A, Title II	I Coaches,
Teachers will participate in professional development aligned to							Part A, Title	
the 5D+ Instructional Framework in focus areas and structures							II Part A	Student
that will include:							III I WILLY	Services
								Advisors,
* 5D+: Assessment for Student Learning								
* 5D+: Classroom Environment and Culture								Administrat
* 5D+: Curriculum and Pedagogy								ors, and
* 5D+: Professional Communication and Collaboration								external
* 5D+: Purpose								consultants
* 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,					1			
Information in Action Kits, and Classroom PBL			1					
* Project Lead The Way					1			
Troject Ledu Tile Way					1			
* Reaching Higher								
* Reading Apprenticeship					1			
* Release time					1			
* Social Studies C3 Framework			1					
* START	L		1			L		

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* 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				
Schools: All Schools				

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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  Schools: All Schools	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Teachers, Counselors, and Student Services Advisors
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#### 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

Howell Public Schools

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 Type	Tier	Phase	Begin Date		Staff Responsibl
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The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 in behavioral intervention at training in the provider in the provider intervention at training intervention at training in the provider intervention	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Title I Schoolwide , Section 31a	Teachers, Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and external consultants
Richardson, and others  Counseling or behavioral intervention programs and services								
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								

Middle asked augment including					
Middle school support including:					
* 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 / Posterative Justice					
and Supports / Restorative Justice					
* TIES (Teaching, Interacting, Encouraging Students)					
* WEB (Where Everybody Belongs)					
High school support including:					
* Flex time schedule structure at High School					
* Innovation Academy alternative education program					
* Highly qualified staff to provide interventions including					
Teachers, Aides, Student Services, Advisors, Counselors, and					
Administrators					
* Highly qualified instructional staff to provide job-embedded,					
ongoing, and need-based professional learning including					
Instructional Coaches, Teachers, Student Services Advisors,					
Administrators, and external consultants including Don					
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* Counseling or behavioral intervention programs and services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral intervention strategies  * Activities and services to improve the culture and climate of the school, address safety and security, and provide antibullying 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				
<ul> <li>* LINK crew</li> <li>* Mental Health Foundation</li> <li>* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)</li> <li>* Project-Based Learning</li> </ul>				
* Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students)				
Schools: All Schools				

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date			Staff Responsibl
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e
Provide extended learning opportunities including:  * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready  * Credit recovery / high school completion  * Blended Learning  * Online Learning  * Project-Based Learning including Offline Seat Time Waiver  * Summer school  * Workshops and conferences  Schools: All Schools	Academic Support Program	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
					е

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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$132818	Section 31a, Title III	Administrat ors, Teachers, and Aides
Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date				Staff Responsible
Support Homeless and Foster Care students with comparable services.	Implementa tion,	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless

Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
services. Schools: All Schools	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
					e

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Support Students with Disabilities with research-based strategies, technology, and other programs.  Schools: All Schools	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Special Education	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I 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 Type	Tier	Phase	Begin Date				Staff Responsibl e
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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  Schools: All Schools								Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
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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)

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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			Source Of Funding	Staff Responsible
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Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:  * 5D+: Assessment for Student Learning  * 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  Structures will include:  * 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	Implementa tion, Walkthroug h, Evaluation, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Instructiona I Coaches, and Teachers
Schools: All Schools								
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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	Staff Responsibl
							е

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Activity - Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention | Activity | Tier | Phase | Begin Date | End Date | Resource | Assigned | Funding | Responsible | Responsible | Responsible | Phase | Phase | Begin Date | Resource | Assigned | Source Of | Staff | Responsible | Responsible | Phase | Ph

Note: HPS intends to transfer Title IV funds to Title II to support	Implementa	Tier 1	Monitor	07/01/2019	06/30/2020	\$124951	Title IV Part	Instructiona
this goal.	tion,		IVIOTINO.	0170172010	00/00/2020	Ψ121001	A, Title II	I Coaches,
Teachers will participate in professional development aligned to	Toochor						Part A, Title	
the 5D+ Instructional Framework in focus areas and structures	Colloboroti							
	Collaborati						II Part A	Student
that will include:	on,							Services
* 5D+: Assessment for Student Learning	Professiona							Advisors,
* 5D+: Classroom Environment and Culture	I Learning							Administrat
* 5D+: Curriculum and Pedagogy								ors, and
* 5D+: Professional Communication and Collaboration								external
* 5D+: Purpose								consultants
* 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								

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* START  * Study of Early Literacy and Early Literacy Essentials  * Staff meetings  * Teachers College Summer Reading Institute (Columbia TCRWP)  * Technology integration				
TCRWP)  * Technology integration				
* Workshop Units of Study (Columbia TCRWP) * Workshops and conferences				
Schools: All Schools				

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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		Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Teachers, Counselors, and Student Services Advisors
Schools: All Schools								

#### Strategy 2:

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

Howell Public Schools

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 Type	Tier	Phase	Begin Date	End Date	 	Staff Responsibl
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The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Schoolwide	Teachers, Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and
* 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								external consultants
* 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 antibullying 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								

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Middle ashed support including:				
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* 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)				
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High school support including:				
* Flex time schedule structure at High School				
* Innovation Academy alternative education program				
* Highly qualified staff to provide interventions including				
Teachers, Aides, Student Services, Advisors, Counselors, and				
Administrators				
* Highly qualified instructional staff to provide job-embedded,				
ongoing, and need-based professional learning including				
Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don				
Administrators, and external consultants including Don		1	ļ	

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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 Students)							
Schools: All Schools							
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Activity Type	Tier	Phase	Begin Date	Resource Assigned	Staff Responsibl
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e
Provide extended learning opportunities including:  * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready  * Credit recovery / high school completion  * Blended Learning  * Online Learning  * Project-Based Learning including Offline Seat Time Waiver  * Summer school  * Workshops and conferences  Schools: All Schools	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
					е

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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$132818	Section 31a, Title III	Administrat ors, Teachers, and Aides
Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsible
Support Homeless and Foster Care students with comparable	Implementa	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part	District

Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date		Resource Assigned	Source Of Funding	Staff Responsibl e
Support Homeless and Foster Care students with comparable services.  Schools: All Schools	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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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, Implementa tion, Academic	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Special Education	Administrat ors, Student Services Advisors, Counselors
	Support Program, Monitor, Getting Ready, Direct							Teacher Consultants , Special Education Ancillary Staff,
	Instruction, Professiona I Learning							Teachers, and Instructiona I Staff

## Strategy 3:

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

Category: Other - Professional Learning

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

Tier: Tier 1

Activity - Professional Development in School Improvement	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e	
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Howell Public Schools

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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Title II Part A	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
Schools: All Schools								

# 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)

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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	Resource Assigned	Staff Responsibl
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Howell Public Schools

Teachers will be supported and held accountable for instructional best practices in the 5D+ instructional Framework instructional best practices in the 5D+ instructional Framework 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Professional Communication 6D+. Professional Collaboration 5D+. Professional Collaboration 6D+. Professional Collabor
Schools: All Schools

Activity - Development, enhancement, and implementation of curriculum, formative or interim assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl
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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:  * 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, 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 Schools: All Schools	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Title II Part	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
OCHOOLS. All OCHOOLS	L	1	<u> </u>	1	<u> </u>	<u> </u>		1
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 Responsibl e

Note: HPS intends to transfer Title IV funds to Title II to support	Implementa	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title IV Part	Instructiona
this goal.	tion,	1.0. 1	Implomont	0170172010	00/00/2020	Ψ121001	A, Title II	I Coaches,
Toochara will participate in professional development aligned to	Toochor						Part A, Title	
Teachers will participate in professional development aligned to	Callabarati							
the 5D+ Instructional Framework in focus areas and structures	Collaborati						II Part A	Student
that will include:	on,							Services
* 5D+: Assessment for Student Learning	Professiona							Advisors,
* 5D+: Classroom Environment and Culture	I Learning							Administrat
* 5D+: Curriculum and Pedagogy								ors, and
* 5D+: Professional Communication and Collaboration								external
* 5D+: Purpose								consultants
* 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								
* Dringing Lod professional development								
* Principal-led professional development								
* Professional Learning Communities								
* Project-Based Learning including Wonder Workshop,			1					
Information in Action Kits, and Classroom PBL			1					
* Project Lead The Way			1					
* Reaching Higher								
* Reading Apprenticeship								
* Release time			1					
* Social Studies C3 Framework			1					
* START								

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* 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)				
* Workshop Units of Study (Columbia TCRWP)  * Workshops and conferences				
Schools: All Schools				

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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  Schools: All Schools	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Teachers, Counselors, and Student Services Advisors
JOCHOUIS. ALL OCHOUIS	l	1	1	1	I	1		

## 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

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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 Type	Tier	Phase	Begin Date		Staff Responsibl
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The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 in behavioral intervention at training in the behavioral intervention at training	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Title I Schoolwide , Section 31a	Teachers, Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and external consultants
Richardson, and others  Counseling or behavioral intervention programs and services								
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								

nowell Fublic Scriools				
Middle ashed support including:				
Middle school support including:  * 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)				
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High school support including:				
* Flex time schedule structure at High School				
* Innovation Academy alternative education program				
* Highly qualified staff to provide interventions including				
Teachers, Aides, Student Services, Advisors, Counselors, and				
Administrators				
* Highly qualified instructional staff to provide job-embedded,				
ongoing, and need-based professional learning including				
Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants including Don				
Administrators, and external consultants including Don		1	ļ	

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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 antibullying 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)  Schools: All Schools					
(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)	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 antibullying or crisis intervention programs  * Behavior Code  * Pilot implementation of Big Ideas Math and ongoing				
* 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)	evaluation of Assessment and Learning in Knowledge Spaces				
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)					
* 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)	Framework				
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)					
* 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)					
* 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)	* Explicit Instruction				
* 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)					
* 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)	* LINK crew				
Initiative (MIBLSI)  * Project-Based Learning  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * TIES (Teaching, Interacting, Encouraging Students)					
* Project-Based Learning  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * TIES (Teaching, Interacting, Encouraging Students)					
* Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * TIES (Teaching, Interacting, Encouraging Students)					
* Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * TIES (Teaching, Interacting, Encouraging Students)					
and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students)	* Social Emotional Learning / Positive Behavior Interventions				
	and Supports / Restorative Justice				
Schools: All Schools	* TIES (Teaching, Interacting, Encouraging Students)				
Concolo. 7 th Concolo	Schools: All Schools				
	Controller / III Controlle		 	l	

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e
Provide extended learning opportunities including:  * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready  * Credit recovery / high school completion  * Blended Learning  * Online Learning  * Project-Based Learning including Offline Seat Time Waiver  * Summer school  * Workshops and conferences  Schools: All Schools	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

Activity - Support English Language Learners (ELL)	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
						e

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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administrat ors, Teachers, and Aides
Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date		Source Of Funding	Staff Responsible
Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison

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Support Homeless and Foster Care students with comparable services.  Schools: All Schools	Implementa tion, Academic Support Program,	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison, Administrat ors,
	Monitor, Getting Ready, Direct							Counselors , Student Services Advisors,
	Instruction, Professiona I Learning							Teachers, Instructiona I Staff, and Support Staff

Activity - Support Students with Disabilities	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e
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Support Students with Disabilities with research-based strategies, technology, and other programs.  Schools: All Schools	Behavioral Support Program, Implementa tion, Academic	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Special Education	Administrat ors, Student Services Advisors, Counselors
	Support Program, Monitor, Getting Ready, Direct							Teacher Consultants , Special Education Ancillary Staff,
	Instruction, Professiona I Learning							Teachers, and Instructiona I Staff

## Strategy 3:

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

Category: Other - Professional Learning

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

Tier: Tier 1

· · · · · · · · · · · · · · · · · · ·	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e	
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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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Title II Part A	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
Schools: All Schools								

## 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)

Howell Public Schools

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	Resource Assigned	Staff Responsibl
						е

Howell Public Schools

Teachers will be supported and held accountable for instructional best practices in the 5D+ instructional Framework instructional best practices in the 5D+ instructional Framework 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Professional Communication 6D+. Professional Collaboration 5D+. Professional Collaboration 6D+. Professional Collabor
Schools: All Schools

	Activity Type	Tier	Phase	Begin Date				Staff Responsible
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Activity - Job-embedded, ongoing, and need-based	Activity	Tier	Phase	Begin Date	End Date			Staff
professional learning to improve the quality and fidelity of	Type					Assigned	Funding	Responsibl
instruction and intervention								e

Note: HPS intends to transfer Title IV funds to Title II to support	Implementa	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title II Part	Instructiona
this goal.	tion,	1101	Implomont	0170172010	00/00/2020	Ψ121001	A, Title II	l Coaches,
Teachers will participate in professional development aligned to	Toochor						Part A, Title	
teachers will participate in professional development aligned to	Callabarati						IV Dort A	
the 5D+ Instructional Framework in focus areas and structures	Collaborati						IV Part A	Student
that will include:	on,							Services
* 5D+: Assessment for Student Learning	Professiona							Advisors,
* 5D+: Classroom Environment and Culture	I Learning							Administrat
* 5D+: Curriculum and Pedagogy								ors, and
* 5D+: Professional Communication and Collaboration								external
* 5D+: Purpose								consultants
* 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			1					
* Project-Based Learning including Wonder Workshop,			1					
Information in Action Kits, and Classroom PBL			1					
* Project Lead The Way								
* Reaching Higher								
* Reading Apprenticeship			1					
* Release time			1					
* Social Studies C3 Framework			1					
* START								

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* 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				
Schools: All Schools				

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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		Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Teachers, Counselors, and Student Services Advisors
Schools: All Schools								

## Strategy 2:

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

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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 Type	Tier	Phase	Begin Date		Staff Responsibl
					е

The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Schoolwide	Teachers, Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and
* 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								external consultants
* 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 antibullying 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								

Middle school support including:				
* Advisory schedule at Middle Šchool				
* 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)				
High school support including:				
* Flex time schedule structure at High School				
* Innovation Academy alternative education program				
* Highly qualified staff to provide interventions including				
Teachers, Aides, Student Services, Advisors, Counselors, and				
Administrators				
* Highly qualified instructional staff to provide job-embedded,				
ongoing, and need-based professional learning including				
Instructional Coaches, Teachers, Student Services Advisors,				
Administrators, and external consultants including Don	<u> </u>	<u> </u>		

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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 antibullying 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)  Schools: All Schools			
SCHOOLS. All SCHOOLS			

Activity Type	Tier	Phase	Begin Date		Staff Responsibl
					le

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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date		Resource Assigned		Staff Responsibl e
Provide extended learning opportunities including:  * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready  * Credit recovery / high school completion  * Blended Learning  * Online Learning  * Project-Based Learning including Offline Seat Time Waiver  * Summer school  * Workshops and conferences  Schools: All Schools	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Section 31a	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity	Tier	Phase	Begin Date	End Date			Staff
	Туре					Assigned	Funding	Responsibl
								е

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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administrat ors, Teachers, and Aides
Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date			Staff Responsibl
Support Homeless and Foster Care students with comparable services	Implementa	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part	District Homeless

Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
Support Homeless and Foster Care students with comparable services.  Schools: All Schools	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff

Type	7	Activity Type	Tier	Phase	Begin Date				Staff Responsible
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Support Students with Disabilities with research-based	Behavioral	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Section 41	Administrat
strategies, technology, and other programs.	Support							ors,
	Program,							Student
Schools: All Schools	Implementa							Services
	tion,							Advisors,
	Academic							Counselors
	Support							, Teacher
	Program,							Consultants
	Technology							, Special
	, Monitor,							Education
	Getting							Ancillary
	Ready,							Staff,
	Direct							Teachers,
	Instruction,							and
	Professiona							Instructiona
	I Learning							I Staff

## Strategy 3:

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

Category: Other - Professional Learning

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

Tier: Tier 1

· · · · · · · · · · · · · · · · · · ·	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e	
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					<u> </u>		
Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Title II Part A	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others

# 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

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4)

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	Resource Assigned	Staff Responsibl
						е

<sup>\*</sup> Engages all stakeholders in a growth process that Uses Results for Continuous Improvement (AdvancED Standard 5)

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Teachers will be supported and held accountable for instructional best practices in the 5D+ instructional Framework instructional best practices in the 5D+ instructional Framework 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Satessment for Student Learning 5D+. Classroom Environment and Culture 5D+. Professional Communication and Collaboration 5D+. Professional Communication 6D+. Professional Collaboration 5D+. Professional Collaboration 6D+. Professional Collabor
Schools: All Schools

	Activity Type	Tier	Phase	Begin Date				Staff Responsible
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appropriate pacing and standards-based curriculum alignment to meet the needs of all students using structures that will include:	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Title II Part	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
Activity - Job-embedded, ongoing, and need-based	Activity	Tier	Phase	Begin Date		Resource	Source Of	a

Activity - Job-embedded, ongoing, and need-based	Activity	Tier	Phase	Begin Date	Resource		Staff
professional learning to improve the quality and fidelity of	Туре				Assigned	Funding	Responsibl
instruction and intervention							e

Note: HPS intends to transfer Title IV funds to Title II to support	Implementa	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Title II Part	Instructiona
this goal.	tion,	1.0. 1	Implomont	0170172010	00/00/2020	Ψ121001	A, Title II	l Coaches,
Toochara will participate in professional development aligned to	Toochor						Part A, Title	
Teachers will participate in professional development aligned to	Callabarati						IV Dort A	
the 5D+ Instructional Framework in focus areas and structures	Collaborati						IV Part A	Student
that will include:	on,							Services
* 5D+: Assessment for Student Learning	Professiona							Advisors,
* 5D+: Classroom Environment and Culture	I Learning							Administrat
* 5D+: Curriculum and Pedagogy								ors, and
* 5D+: Professional Communication and Collaboration								external
* 5D+: Purpose								consultants
* 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								
* Dringing Lad professional development								
* Principal-led professional development								
* Professional Learning Communities								
* Project-Based Learning including Wonder Workshop,								
Information in Action Kits, and Classroom PBL			1					
* Project Lead The Way			1					
* Reaching Higher								
* Reading Apprenticeship			1					
* Release time			1					
* Social Studies C3 Framework			1					
* START								

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* 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				
Schools: All Schools				

Activity - Career Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsibl e
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		Tier 1	Implement	07/01/2019	06/30/2020	\$0	No Funding Required	Administrat ors, Teachers, Counselors, and Student Services Advisors
Schools: All Schools								

### Strategy 2:

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

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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

7	Activity Type	Tier	Phase	Begin Date		 Staff Responsibl
						е

The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Schoolwide	Teachers, Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and
* 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								external consultants
* 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 antibullying 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								

A P. J. Harris Landson Cont. Proc.					
Middle school support including:					
* 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					
Partiald Day Marine Leading Minches and others					
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)					
(					
High school support including:					
* Flex time schedule structure at High School					
* Innovation Academy alternative education program					
* Highly qualified staff to provide interventions including					
Teachers, Aides, Student Services, Advisors, Counselors, and					
Administrators					
* Highly qualified instructional staff to provide job-embedded,					
ongoing, and need-based professional learning including					
Instructional Coaches, Teachers, Student Services Advisors,					
Administrators, and external consultants including Don					
Havvell Dublic Cabacla	•	•	·	•	·

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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 antibullying 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			
* Community resources and volunteers, including adult and community education, libraries, and community colleges			
* Instructional rounds / Teacher labs / Learning walks * LINK crew			
* 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)			
Schools: All Schools			

Activity - Progress Monitoring & Data Analysis	Activity Type	Tier	Phase	Begin Date			Staff Responsibl
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Howell Public Schools

Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date		Staff Responsibl e
Provide extended learning opportunities including:  * Innovation Academy alternative education program aligned to ensuring high school graduates are career and college ready  * Credit recovery / high school completion  * Blended Learning  * Online Learning  * Project-Based Learning including Offline Seat Time Waiver  * Summer school  * Workshops and conferences  Schools: All Schools	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

Activity - Support English Learners (EL)	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$132818	Title III, Section 31a	Administra ors, Teachers, and Aides
Activity - Support Homeless and Foster Care Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Support Homeless and Foster Care Students with comparable services.  Schools: All Schools	Implementa tion, Academic Support Program, Monitor,	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	Title I Part A	District Homeless Liaison, Administra ors, Counselor

1 Loan ing					Support Staff
Activity Type	Tier	Phase	Begin Date		Staff Responsible

Getting Ready, Direct

Instruction, Professiona I Learning

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Counselors , Student Services

Advisors, Teachers, Instructiona I Staff, and

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Support Students with Disabilities with research-based strategies, technology, and other programs.  Schools: All Schools	Behavioral Support Program, Implementa tion, Academic Support Program, Technology , Monitor, Getting Ready, Professiona	Implement	07/01/2019	06/30/2020	\$1549500	Special Education	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers,
							Staff, Teachers, and
							Instructiona I Staff

## Strategy 3:

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

Category: Other - Professional Learning

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

Tier: Tier 1

Activity - Professional Development in School Improvement	Activity Type	Tier	Phase	Begin Date				Staff Responsibl e	
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Howell Public Schools

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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Title II Part A	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
* 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  Schools: All Schools								

# **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 Responsibl e
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff

### **Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
							e

Elementary School  * Development of break areas and protocols within Elementary classrooms and buildings  * Enrichment time schedule structure at  Support Program, Monitor  Monitor  Support Program, Monitor  Instruction						<u> </u>	•	1
* Highly qualified staff to provide interventions including Teachers, Aides, Student Services and	(At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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	Support Program, Implementa tion, Academic Support Program,	Tier 2	Monitor	07/01/2019	06/30/2020	\$406656	Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and

* 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			
Middle school support including:			
* 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			

Howell Fublic Schools			
* Program Success			
* Reaching Higher			
* Social Emotional Learning / F	ositive Rehavior		
Interventions and Supports / R	estorative Justice		
* TIES (Teaching, Interacting,			
Students)	-1100 di dgii ig		
* WEB (Where Everybody Belo	nas)		
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High school support including:			
* Flex time schedule structure	at High School		
* Innovation Academy alternati	ve education		
program			
* Highly qualified staff to provide			
including Teachers, Aides, Stu	dent Services,		
Advisors, Counselors, and Adr	inistrators toff to provide job		
* Highly qualified instructional sembedded, ongoing, and need			
learning including Instructional	Coaches		
Teachers, Student Services Ad	visors		
Administrators, and external co			
Don Banfield, Ray Marino, Jes			
others	,		
* Counseling or behavioral inte	rvention programs		
and services including Counse	ors, Social		
Workers and Student Services			
specialized training in behavior	al intervention		
strategies	cove the culture and		
* Activities and services to imp climate of the school, address	ove the culture and		
and provide anti-bullying or cris	is intervention		
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* Behavior Code			
* Pilot implementation of Big Id	eas Math and		
ongoing evaluation of Assessn	ent and Learning in		
Knowledge Spaces (ALEKS)			
* Collaborative for Social Emot	onal Learning		
(CASEL) Framework			
* Collective Efficacy	luntoore including		
* Community resources and vo	libraries and		
community colleges	, libraries, and		
* Explicit Instruction			
* Instructional rounds / Teache	labs / Learning		
walks	ŭ		
* LINK crew			
* Mental Health Foundation			
* Michigan's Integrated Behavi	or and Learning		
Support Initiative (MIBLSI)			
* Project-Based Learning			
* Reaching Higher * Social Emotional Learning / F	ositive Rehavior		
Interventions and Supports / R			
* TIES (Teaching, Interacting,	ncouraging		

Howell Public Schools

* TIES (Teaching, Interacting, Encouraging Students)				

MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:	Behavioral Support Program, Implementa	Tier 2	Monitor	07/01/2019	06/30/2020	\$406656	Teachers, Aides, Student Services
	Elementary support including:  *Advisory time or daily morning meetings at	tion, Academic						Advisors, Counselors
	Elementary School  * Development of break areas and protocols within Elementary classrooms and buildings  * Enrichment time schedule structure at Elementary School	Support Program, Monitor						Administrations, Instructional Coaches,
	* Highly qualified staff to provide interventions including Teachers, Aides, Student Services Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide job-							and external consultants
	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							

*	Software and online intervention support				
	ystems such as Accelerated Reader, IXL				
ا	opening Loorning A. 7 (Poz Kido) MohyMoy and				
ال	earning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw				
	TIES (Teaching, Interacting, Encouraging				
	Students)				
	Workshop Units of Study for Reading, Writing,				
	and Phonics (Columbia TCRWP)				
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	Aiddle school support including:				
	Advisory schedule at Middle School Highly qualified staff to provide interventions				
	ncluding Teachers, Aides, Student Services				
	Advisors, Counselors, and Administrators				
	Highly qualified instructional staff to provide job-				
	embedded, ongoing, and need-based professional				
	earning including Instructional Coaches,				
It	eachers, Student Services Advisors,				
	Administrators, and external consultants including				
	Oon 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				
	limate of the school, address safety and security,				
	and provide anti-bullying or crisis intervention				
	rograms				
	Behavior Code				
	Pilot implementation of Big Ideas Math and				
	ingoing evaluation of Assessment and Learning in				
l k	(nowledge Spaces (ALEKS)				
*	Collaborative for Social Emotional Learning				
	CASEL) Framework				
	Collective Efficacy				
	Community resources and volunteers, including				
	dult and community education, libraries, and				
ام	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				
	valks				
	Math Extreme				
	Michigan's Integrated Behavior and Learning				
ļṣ	Support Initiative (MIBLSI)				
	Positivity Project				
	Project-Based Learning				
*	Program Success				
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Howell Public Schools

* TIES (Teaching, Interacting, Encouraging Students)				

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	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							
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	(CASEL) Framework  * Collective Efficacy  * Community resources and volunteers, including adult and community education, libraries, and community colleges							
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	* 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							

* Software and online intervention current	j			
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Knowledge Spaces (ALEKS)  * Collaborative for Social Emotional Learning				
(CASEL) Framework				
* Collective Efficacy				
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adult and community education, libraries, and				
community colleges				
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and Writers Studio				
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* 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				

Howell Public Schools

* TIES (Teaching, Interacting, Encouraging Students)				

MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:	Behavioral Support Program, Implementa	Tier 2	Monitor	07/01/2019	06/30/2020	\$406656	Teachers, Aides, Student Services
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	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							
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	* 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							

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	ems such as Accelerated Reader, IXL				
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Sees	ning, Learning A-Z (Raz Kids), MobyMax, and				
	S (Teaching, Interacting, Encouraging				
	ents)				
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	Phonics (Columbia TCRWP)				
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	visory schedule at Middle School phly qualified staff to provide interventions				
	ding Teachers, Aides, Student Services				
	sors, Counselors, and Administrators				
	ply qualified instructional staff to provide job-				
	edded, ongoing, and need-based professional				
	ning including Instructional Coaches,				
	chers, Student Services Advisors,				
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	unseling or behavioral intervention programs				
	services including Counselors and Student				
Son	ices Advisors with specialized training in				
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	provide anti-bullying or crisis intervention				
	rams				
	havior Code				
	ot implementation of Big Ideas Math and				
ongo	bing evaluation of Assessment and Learning in				
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* Col	llaborative for Social Emotional Learning				
	SEL) Framework				
	llective Efficacy				
	mmunity resources and volunteers, including				
	t and community education, libraries, and				
comi	munity colleges				
* Co	re support classes such as Deciphering				
	nce, Math Power Hour, Reading Destinations,				
	Writers Studio				
* Cre	eate U				
	olicit Instruction				
* Inc	tructional rounds / Teacher labs / Learning				
walk					
	th Extreme				
	chigan's Integrated Behavior and Learning				
Supr	port Initiative (MIBLSI)				
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	pject-Based Learning				
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Howell Fublic Schools			
* Program Success			
* Reaching Higher			
* Social Emotional Learning / F	ositive Rehavior		
Interventions and Supports / R	estorative Justice		
* TIES (Teaching, Interacting,			
Students)	-1100 di dgii ig		
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program			
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Don Banfield, Ray Marino, Jes			
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Workers and Student Services			
specialized training in behavior	al intervention		
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* Activities and services to imp climate of the school, address	ove the culture and		
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* Collective Efficacy	luntoore including		
* Community resources and vo	libraries and		
community colleges	, libraries, and		
* Explicit Instruction			
* Instructional rounds / Teache	labs / Learning		
walks	ŭ		
* LINK crew			
* Mental Health Foundation			
* Michigan's Integrated Behavi	or and Learning		
Support Initiative (MIBLSI)			
* Project-Based Learning			
* Reaching Higher * Social Emotional Learning / F	ositive Rehavior		
Interventions and Supports / R			
* TIES (Teaching, Interacting,	ncouraging		

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* TIES (Teaching, Interacting, Encouraging Students)				

MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:	Behavioral Support Program, Implementa	Tier 2	Monitor	07/01/2019	06/30/2020	\$406656	Teachers, Aides, Student Services
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	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							

* Software and online intervention current	j			
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Learning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw				
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Advisors, Counselors, and Administrators				
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Teachers, Student Services Advisors,				
Administrators, and external consultants including				
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* Activities and services to improve the culture and				
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* Collective Efficacy				
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walks				
* Math Extreme				
* Michigan's Integrated Behavior and Learning				
Support Initiative (MIBLSI)				
* Positivity Project				
* Project-Based Learning				
* Program Success				

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* TIES (Teach Students)	ing, Interacting, Encouraging				

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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$406656	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
Howell Bublic Schools	- CONTROL OF THE PROPERTY OF THE SUPPOSE	•		•	•		•	Page 102

* Coftware and online intervention support			
* 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 Booding, Writing			
* Workshop Units of Study for Reading, Writing,			
and Phonics (Columbia TCRWP)			
* Youth Connection Groups			
Middle school support including:			
* 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			

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* Program Success * Reaching Higher * Social Emotional Learning / Positive Behav Interventions and Supports / Restorative Jus * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High Schoo * Innovation Academy alternative education program * Highly qualified staff to provide intervention including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide embedded, ongoing, and need-based profes learning including Instructional Coaches, Teachers, Student Services Advisors, Administrators, and external consultants includents of the Services and Student Services Advisors, Administrators, and external consultants includents of the Services Advisors with specialized training in behavioral intervention progrand services including Counselors, Social Workers and Student Services Advisors with specialized training in behavioral interventior strategies * Activities and services to improve the cultur climate of the school, address safety and set and provide anti-bullying or crisis interventior programs * Behavior Code * Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learn Knowledge Spaces (ALEKS) * Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, incluadult 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 Behav Interventions and Supports / Restorative Jus	ob- onal ding and ms and urity,  ng in  ing		
* TIES (Teaching, Interacting, Encouraging			

Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging Students)							
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# No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Implementa tion, Monitor, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders

Career Readiness	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 ageappropriate 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	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	community colleges							

Career Readiness	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 ageappropriate 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	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	* Community resources and volunteers, including adult and community education, libraries, and							

Career Readiness	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 ageappropriate 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	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	community colleges							

Career Readiness	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	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	resume, letter of reference, school record, and talent portfolio.						

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Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
	* Release time * Staff meetings							

Howell Public Schools

Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
	* Release time * Staff meetings							

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Career Readiness	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 ageappropriate 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	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	* Community resources and volunteers, including adult and community education, libraries, and							

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Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
	analyses. * Release time * Staff meetings							

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Evidence-based instructional practices and evidence-based interventions  Teachers will be supported and held account for instructional best practices in the 5D+Instructional Framework. Programs and foct areas will include:  * 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 * Explicit Instruction * Formative Assessment / Assessment Liter. * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Positive Behavior Intervention and Suppor * 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 Unive TCRWP) * Youth Connection Groups  Structures will include: * Advisory schedule at Middle School * Advisory schedule at Middle School * Advisory schedule at Middle School * Advisory schedule at High School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences	tion, Walkthrough, Evaluation, Direct Instruction  acy ng s	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Instructiona I Coaches, and Teachers

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Howell Public Schools

Career Readiness	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	Career Preparation /Orientation	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	resume, letter of reference, school record, and talent portfolio.  * Advisory time or Flex Time							

#### Title III

Activity Name	, ,	Activity Type	Tier	Phase	Begin Date			Staff Responsibl e
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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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrat ors, Teachers, and Aides

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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$5429	Administrat ors, Teachers, and Aides

# **Special Education**

Activity Name	, ,	Activity Type	Tier	Phase	Begin Date			Staff Responsibl e
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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, Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors , Teacher Consultants , Special Education Ancillary Staff, Teachers, and Instructiona I Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Technology , Monitor, Getting Ready, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors , Teacher Consultants , Special Education Ancillary Staff, Teachers, and Instructiona I Staff

Howell Public Schools

Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff

#### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
							le

Howell Public Schools

Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff

Howell Public Schools

Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Homeless and Foster Care Students	Support Homeless and Foster Care Students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff

#### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
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Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention	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 jobembedded, 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 Rehavior Intervention and Supports	Implementa tion, Teacher Collaborati on, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$26000	Instructiona I Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
	* 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 * Proiect-Based Learning including Wonder							

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* 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

Job-embedded, angoing, and need-based professional learning need-based professional learning to improve the quality and fidelity of instruction and intervention of instruction and instructional canning including instructional part of instruction and consultants including instructional part of instructional canning including instructional canning in
* Principal-led professional development * Professional Learning Communities

Howell Public Schools

* 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

	* 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							
Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants

Howell Public Schools

* Project-Based Learning including Wonder
Workshop, Information in Action Kits, and
Classroom PBL
* Project Lead The Way
* Reaching Higher
* Reading Apprenticeship
* Release time
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* 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

		1				<b>.</b>		
Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention	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 jobembedded, 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 Reading Association (MRA) * Michigan Reading Association and Learning Support Initiative (MIBLSI) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positive Behavior Intervention and Supports	Implementa tion, Teacher Collaborati on, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$68952	Instructiona I Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
	* Professional Learning Communities  * Proiect-Based Learning including Wonder							

Howell Public Schools

* 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)
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Job-embedded, angoing, and need-based professional learning need-based professional learning to improve the quality and fidelity of instruction and intervention of instruction of instruction and intervention of instruction of inst
* Dringing led professional development
* Principal-led professional development * Professional Learning Communities

Howell Public Schools

* 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	

Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 5D+: Curriculum and Pedagogy  * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
	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							

Howell Public Schools

* Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way
* Reaching Higher
* Reading Apprenticeship
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(Columbia TCRWP)
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* 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 * Professional Learning Communities * Principal-led curriculum work * Release time	Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 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	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
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Howell Public Schools

Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson , and others
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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
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Job-embedded, organia, and need-based professional learning to improve the quality and fidelity of literature in focus areas and structures that will intervention and collaboration for Sub-embedded, organia and professional learning to improve the quality and fidelity of literature in focus areas and structures that will intervention and collaboration for Sub-embedded, organia and professional collaboration and collaborati
Principal-led professional development  * Professional Learning Communities
* Project-Based Learning including Wonder

Howell Public Schools

* Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way
* Reaching Higher
* Reading Apprenticeship
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Howell Public Schools

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* 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 * Professional Learning Communities * Principal-led curriculum work * Release time	Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 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	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
	Minahan, Jan Richardson, and others  * Workshops and conferences							

* 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 * Professional Learning Communities * Principal-led curriculum work * Release time	Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 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	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
* Staff meetings		* 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							

Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention	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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * miGoogle  * Next Generation Science Standards	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$26000	Instructiona I Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
	* Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * miGoogle							

Howell Public Schools

* Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way
* Reaching Higher
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ongoing, and need- based professional learning to improve the quality and fidelity of instruction and intervention	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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI) * miGoogle * Next Generation Science Standards	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$68952	Instructiona I Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants

Howell Public Schools

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Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 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	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
	* 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							

Job-embedded, ongoing, and need-based professional dearing to improve the quality and fidelity of instructional restriction and intervention  Note: HPS intends to transfer Title IV funds to Title Into Into Into Into Into Into Into Into
* Principal-led professional development * Professional Learning Communities

Howell Public Schools

	* 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							
Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors and Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants

# Section 31a

Activity Name		Activity Type	Tier	Phase	Begin Date		Resource Assigned	Staff Responsibl e
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Howell Public Schools

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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers
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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrat ors, Teachers, and Aides

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DUIWALE AND DUBLE DIEDVELOUI SURDIU	MTSS Academic and Behavioral Support	(At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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 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	Support Program, Implementa tion, Academic Support Program,	Tier 2	Monitor	07/01/2019	06/30/2020	\$1287616	Aides, Student Services Advisors, Counselors, Administrat ors, Instructiona I Coaches, and external

* Coftware and online intervention augment			
* 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 Booding Writing			
* Workshop Units of Study for Reading, Writing,			
and Phonics (Columbia TCRWP)			
* Youth Connection Groups			
Middle school support including:			
* 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			

Howell Fublic Schools			
* Program Success			
* Reaching Higher			
* Social Emotional Learning / F	ositive Rehavior		
Interventions and Supports / R	estorative Justice		
* TIES (Teaching, Interacting,			
Students)	-1100 di dgii ig		
* WEB (Where Everybody Belo	nas)		
	3 /		
High school support including:			
* Flex time schedule structure	at High School		
* Innovation Academy alternati	ve education		
program			
* Highly qualified staff to provide			
including Teachers, Aides, Stu	dent Services,		
Advisors, Counselors, and Adr	inistrators toff to provide job		
* Highly qualified instructional sembedded, ongoing, and need			
learning including Instructional	Coaches		
Teachers, Student Services Ad	visors		
Administrators, and external co			
Don Banfield, Ray Marino, Jes			
others	,		
* Counseling or behavioral inte	rvention programs		
and services including Counse	ors, Social		
Workers and Student Services			
specialized training in behavior	al intervention		
strategies	cove the culture and		
* Activities and services to imp climate of the school, address	ove the culture and		
and provide anti-bullying or cris	is intervention		
programs	io intervention		
* Behavior Code			
* Pilot implementation of Big Id	eas Math and		
ongoing evaluation of Assessn	ent and Learning in		
Knowledge Spaces (ALEKS)			
* Collaborative for Social Emot	onal Learning		
(CASEL) Framework			
* Collective Efficacy	luntoore including		
* Community resources and vo	libraries and		
community colleges	, libraries, and		
* Explicit Instruction			
* Instructional rounds / Teache	labs / Learning		
walks	ŭ		
* LINK crew			
* Mental Health Foundation			
* Michigan's Integrated Behavi	or and Learning		
Support Initiative (MIBLSI)			
* Project-Based Learning			
* Reaching Higher * Social Emotional Learning / F	ositive Rehavior		
Interventions and Supports / R			
* TIES (Teaching, Interacting,	ncouraging		

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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrat ors, Teachers, and Aides

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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1287616	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
Howell Dublic Schools								Dogo 167

* Coftware and online	intervention support			
* Software and online				
systems such as Acce	7 (Des Kids) Mehyllox and			
SeeSaw	Z (Raz Kids), MobyMax, and			
	rooting Engouraging			
* TIES (Teaching, Inte	racting, Encouraging			
Students)	tudy for Booding Writing			
and Phonics (Columbi	tudy for Reading, Writing,			
* Youth Connection G				
Touth Connection G	oups			
Middle school support	including:			
* Advisory schedule a				
	to provide interventions			
including Teachers, A				
Advisors, Counselors,				
	uctional staff to provide job-			
	and need-based professional			
learning including Inst				
Teachers, Student Se	rvices Advisors.			
Administrators and ex	ternal consultants including			
	rino, Jessica Minahan, and			
others	, 2000.00			
* Counseling or behave	ioral intervention programs			
	Counselors and Student			
Services Advisors with	specialized training in			
behavioral intervention				
	es to improve the culture and			
climate of the school,	address safety and security,			
	ng or crisis intervention			
programs				
* Behavior Code				
* Pilot implementation	of Big Ideas Math and			
ongoing evaluation of	Assessment and Learning in			
Knowledge Spaces (A	LEKS)			
	cial Emotional Learning			
(CASEL) Framework				
* Collective Efficacy				
	s and volunteers, including			
adult and community of	education, libraries, and			
community colleges				
* Core support classes				
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and Writers Studio				
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	Teacher labs / Learning			
walks				
* Math Extreme	d Robavior and Learning			
Support Initiative (MIE	d Behavior and Learning			
* Positivity Project	LOI)			
* Project-Based Learn	ing			
* Program Success	"'9			
Froulant Success	-	 	 <u> </u>	+

* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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			
* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs			
* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)  * Collaborative for Social Emotional Learning			
* Collective Efficacy * Community resources and volunteers, including			
* 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			

Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging							
Support English Learners (EL)	Students)  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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrat ors, Teachers, and Aides
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * 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	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1287616	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
Howell Dublic Schools							•	Dogg 171

* Software and online intervention curport	İ				
* 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					
Touth Connection Groups					
Middle school support including:					
* 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,					
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Services Advisors with specialized training in					
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and provide anti-bullying or crisis intervention					
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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					
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Support Initiative (MIBLSI)					
* Positivity Project					
* Project-Based Learning					
* Program Success					

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

MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:	Behavioral Support Program, Implementa	Tier 2	Monitor	07/01/2019	06/30/2020	\$1287616	Teachers, Aides, Student Services
	Elementary support including:  * Advisory time or daily morning meetings at	tion, Academic						Advisors, Counselors
	* 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 jobembedded, 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	Support Program, Monitor						Counselors, Administrat ors, Instructiona I Coaches, and external consultants
	* 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							

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* 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 Boading Writing			
* Workshop Units of Study for Reading, Writing,			
and Phonics (Columbia TCRWP)			
* Youth Connection Groups			
Middle school support including:			
* Advisory schedule at Middle School			
* Highly qualified staff to provide interventions			
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Advisors, Counselors, and Administrators			
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embedded, ongoing, and need-based professional			
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and services including Counselors and Student			
Services Advisors with specialized training in			
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Science, Math Power Hour, Reading Destinations,			
and Writers Studio			
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walks			
* Math Extreme			
* Michigan's Integrated Behavior and Learning			
Support Initiative (MIBLSI)			
* Positivity Project			
* Project-Based Learning			
* Program Success			

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* Pr  * Re  * Sc  Inte	oport Initiative (MIBLSI) oject-Based Learning eaching Higher ocial Emotional Learning / Positive Behavior rventions and Supports / Restorative Justice ES (Teaching, Interacting, Encouraging		

Howell Public Schools

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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Information in Action Kits, and Classroom PBL  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1287616	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
Howell Dublic Schools					•		•	Dogo 170

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	aina				
* TIES (Teaching, Interacting, Encoura	ging				
Students)  * Workshop Units of Study for Boading	Writing				
* Workshop Units of Study for Reading and Phonics (Columbia TCRWP)	, writing,				
* Youth Connection Groups					
routil Connection Groups					
Middle school support including:					
* Advisory schedule at Middle School					
* Highly qualified staff to provide interv	entions				
including Teachers, Aides, Student Se					
Advisors, Counselors, and Administra					
* Highly qualified instructional staff to					
embedded, ongoing, and need-based					
learning including Instructional Coach					
Teachers, Student Services Advisors,	,				
Administrators, and external consultar	ts including				
Don Banfield, Ray Marino, Jessica Mi					
others	,				
* Counseling or behavioral interventio	programs				
and services including Counselors and					
Services Advisors with specialized tra	ning in				
behavioral intervention strategies	9				
* Activities and services to improve the	culture and				
climate of the school, address safety a	nd security,				
and provide anti-bullying or crisis inter					
programs					
* Behavior Code					
* Pilot implementation of Big Ideas Ma	th and				
ongoing evaluation of Assessment and	Learning in				
Knowledge Spaces (ALEKS)					
* Collaborative for Social Emotional Le	arning				
(CASEL) Framework					
* Collective Efficacy					
* Community resources and volunteer					
adult and community education, librar	es, and				
community colleges					
* Core support classes such as Decip					
Science, Math Power Hour, Reading I	estinations,				
and Writers Studio					
* Create U					
* Explicit Instruction	corning				
* Instructional rounds / Teacher labs /	_earning				
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* Math Extreme	corning				
* Michigan's Integrated Behavior and	earning				
Support Initiative (MIBLSI)					
* Positivity Project * Project-Based Learning					
* Program Success					
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* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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			
* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs			
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* Collective Efficacy * Community resources and volunteers, including			
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Support Initiative (MIBLSI)  * Project-Based Learning  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * TIES (Teaching, Interacting, Encouraging			

Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging							
Support English Learners (EL)	Students)  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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$127389	Administrat ors, Teachers, and Aides
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:	Behavioral Support Program, Implementa	Tier 2	Monitor	07/01/2019	06/30/2020	\$1287616	Teachers, Aides, Student Services
	Elementary support including:  * Advisory time or daily morning meetings at	tion, Academic						Advisors, Counselors
		Support Program, Monitor						
	* Collaborative for Social Emotional Learning (CASEL) Framework * Collective Efficacy * Community resources and volunteers, including adult and community education, libraries, and community colleges							
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	* 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							
Jowell Dublic Schools	Classroom PBL  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support							

* Coftware and online intervention cure	ort			
* Software and online intervention supp				
systems such as Accelerated Reader,	AL			
Learning, Learning A-Z (Raz Kids), Mo SeeSaw	Dylviax, and			
	ring			
* TIES (Teaching, Interacting, Encoura	girig			
Students)  * Workshop Units of Study for Booding	Writing			
* Workshop Units of Study for Reading and Phonics (Columbia TCRWP)	vviiling,			
* Youth Connection Groups				
routh Connection Groups				
Middle school support including:				
* Advisory schedule at Middle School				
* Highly qualified staff to provide interv	entions			
including Teachers, Aides, Student Se				
Advisors, Counselors, and Administrate				
* Highly qualified instructional staff to p				
embedded, ongoing, and need-based				
learning including Instructional Coache				
Teachers, Student Services Advisors,	-,			
Administrators, and external consultan	s includina			
Don Banfield, Ray Marino, Jessica Min				
others	2.12.1, 2.12			
* Counseling or behavioral intervention	programs			
and services including Counselors and				
Services Advisors with specialized train	ing in			
behavioral intervention strategies	9			
* Activities and services to improve the	culture and			
climate of the school, address safety a	nd security,			
and provide anti-bullying or crisis interv				
programs				
* Behavior Code				
* Pilot implementation of Big Ideas Mat	n and			
ongoing evaluation of Assessment and	Learning in			
Knowledge Spaces (ALEKS)				
* Collaborative for Social Emotional Le	arning			
(CASEL) Framework				
* Collective Efficacy				
* Community resources and volunteers				
adult and community education, librarie	s, and			
community colleges				
* Core support classes such as Deciph				
Science, Math Power Hour, Reading D	estinations,			
and Writers Studio				
* Create U				
* Explicit Instruction	corning			
* Instructional rounds / Teacher labs / I	eariiig			
Walks   * Moth Extrama				
* Math Extreme	parning			
* Michigan's Integrated Behavior and L	zaming			
Support Initiative (MIBLSI)				
* Positivity Project * Project-Based Learning				
* Program Success				
Frouldin Success	<b>+</b>	<del> </del>	+ +	 +

Howell Public Schools	
* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program  * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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	
* Instructional rounds / Teacher labs / Learning walks	

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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning		Monitor	07/01/2019	06/30/2020	\$127389	Administrat ors, Teachers, and Aides

#### Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date		Staff Responsibl
							le

Jube-mebedded. ongoing, and need-based professional learning to improve the quality and fidelity of participate in professional learning to improve the quality and fidelity of participate in professional learning to improve the quality and fidelity of participate in the SU-Instructional Pranework in focus areas and structures that will object the participate in the SU-Instructional Pranework in focus areas and structures that will object the participate in the SU-Instructional Pranework in focus areas and structures that will object the participate in the SU-Instruction and SU-Instructional Pranework in focus areas and structures that will object the SU-Instructional Caches, Curriculum and Pedagogy 15D+: Professional Elearning including instructional State in the SU-Instructional Caches, Consultants including Don Bantleid, Kate Dimeo, Nell Duke, Jenna Furt, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others 15D+: Sudent Engagement 15D+:
* Professional Learning Communities

Howell Public Schools

* 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

ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention	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	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$29999	Instructiona I Coaches, Teachers, Student Services
*   en   en   en   en   en   en   en   e	* 5D+: Purpose * 5D+: Student Engagement * Highly qualified instructional staff to provide jobembedded, 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 Reading Association (MRA) * Michigan S Integrated Behavior and Learning Support Initiative (MIBLSI) * miGoogle * Next Generation Science Standards							Advisors, Administrat ors, and external consultants
* r * r de * r * r	* miGoogle							

Howell Public Schools

* 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
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Job-embedded, on going, and need-based professional learning to improve the quality and fidelity of intervention. See John Statistics of the professional learning to improve the quality and fidelity of intervention. See John Statistics of the professional learning to improve the quality and fidelity of intervention. See John Statistics of the professional learning to improve the quality and fidelity of intervention. See John Statistics of the professional learning to the Statistics of the professional learning of the professional learning of the professional learning of the professional learning including instructional staff to provide job-embedded, ongoing, and need-based professional learning including instructional staff to provide job-embedded, ongoing, and need-based professional learning including instructional staff to provide job-embedded, ongoing, and need-based professional learning including instructional combinations. Rev. Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others. Behavior Code  Book studies  Capturing Kob Heats  Capturing Kob Learning  CASEL Framework  Callective Efficacy  Critical Friends Group  Differentiated instruction  Postarcial Friends Group  Differentiated instruction  Postarcial Friends Group  Differentiated instruction of Computer Users in Learning (MACUL)  Michigan's Integrated Behavior and Learning (Magna) Reading Association of Computer Users in Learning (MACUL)  Michigan's Integrated Behavior and Learning (Macult)  Postarcial Friends Group Postarcial Response of Poer-to-Poer programs and professional development  Postarcial Postarcial Response and professional development Postarcial Response and professional development  Postarcial Response development Postarcial Response and professional development  Postarcial Response development Postarcial Response and professional development Postarcial Response d									
* Professional Learning Communities	ongoing, and need- based professional learning to improve the quality and fidelity of instruction and	Il 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 jobembedded, 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 * Positivy Project	tion, Teacher Collaborati on, Professiona	Tier 1	Implement	07/01/2019	06/30/2020	\$29999	I Coaches, Teachers, Administrat ors, and external
* Proiect-Based Learning including Wonder		* Professional Learning Communities							

Howell Public Schools

* Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way
* Reaching Higher
* Reading Apprenticeship
* Release time
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Howell Public Schools

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* Workshops and conferences

# **Activity Summary by School**

Below is a breakdown of activity by school.

#### **All Schools**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	Resource Assigned	Staff Responsibl
							e

				•			
Evidence-based instructional practices and evidence-based interventions  Teachers will be supported and held account for instructional best practices in the 5D+Instructional Framework. Programs and foct areas will include:  * 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 * Explicit Instruction * Formative Assessment / Assessment Liter. * Guided Reading * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) * Positive Behavior Intervention and Suppor * 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 Unive TCRWP) * Youth Connection Groups  Structures will include: * Advisory schedule at Middle School * Advisory schedule at Middle School * Advisory schedule at Middle School * Advisory schedule at High School * Book studies * District-led support * Flex time schedule at High School * Instructional coaching * Professional Learning Communities * Release time * Staff meetings * Workshops and conferences	tion, Walkthrough, Evaluation, Direct Instruction  acy ng s	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Instructiona I Coaches, and Teachers

Development, enhancement, and	Staff will review and update Curriculum & Pedagogy to ensure appropriate pacing and	Implementa	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons,
implementation of	standards-based curriculum alignment to meet the	tion, Curriculum						Instructiona
curriculum, formative or interim assessments	needs of all students using structures that will include:	Developme nt						I Coaches, Teachers,
internit assessments	* 5D+: Curriculum and Pedagogy							and
	* Highly qualified instructional staff to develop, enhance, and implement curriculum, formative							Administrat
	and interim assessments including Instructional							ors
	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							

Job-embedded, angoing, and need-based professional dearning of improve the quality and fidelity of instruction and intervention  Note: HPS internds to transfer Title IV funds to Title I info, Teacher swill participate in professional dearning to improve the quality and fidelity of instruction and intervention  Instruction and intervention  Note: HPS internds to transfer Title IV funds to Title I info, Teacher swill participate in professional dearning instructional and intervention  Note: HPS internds to transfer Title IV funds to Title I info, Teacher swill participate in professional dearning instructional care and structures that will on the professional learning in State I in the professional learning including Instructional caches, Teachers, Administrator and external consustants including Don Banfield, Rate Dimeo, Nell Duke, Jenna Furr, Ameriane Johnson, Ray Richardson, and others  Repair Code  Rook studies  Capturing Kids Hearts  Calaborative for Social Emotional Learning (CASEL) Framework  Collaborative for Social Emotional Learning  CASEL) Framework  Collaborative for Social Emotional Learning  Note: PSS in the professional development  EveryDay Math  Explicit instruction  Note: PSS in the professional development in the p
* Principal-led professional development
* Professional Learning Communities

Howell Public Schools

* Project-Based Learning including Wonder Workshop, Information in Action Kits, and Classroom PBL * Project Lead The Way
* Reaching Higher
* Reading Apprenticeship
* Release time
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(Columbia TCRWP)
* Technology integration
* Workshop Units of Study (Columbia TCRWP)
* Workshops and conferences

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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
Howell Dublic Schools			•		•	•		Dogo 204

* Coftware and online intervention cupport				
* 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				
routh Connection Groups				
Middle school support including:				
* 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				

Tiowell Fublic Schools			
* Re * So Inte * TII Stude * WI High * File * Inr program * High included * Hi	counseling or behavioral intervention programs services including Counselors, Social rkers and Student Services Advisors with cialized training in behavioral intervention tegies etivities and services to improve the culture and nate of the school, address safety and security, provide anti-bullying or crisis intervention grams ehavior Code lot implementation of Big Ideas Math and oing evaluation of Assessment and Learning in evaluation of Assessment and Learning in except (ALEKS) collaborative for Social Emotional Learning (SEL) Framework collective Efficacy community resources and volunteers, including lit and community education, libraries, and munity colleges explicit Instruction structional rounds / Teacher labs / Learning ks NK crew cental Health Foundation ichigan's Integrated Behavior and Learning export Initiative (MIBLSI)		
* Pr  * Re  * Sc  Inte	oport Initiative (MIBLSI) oject-Based Learning eaching Higher ocial Emotional Learning / Positive Behavior rventions and Supports / Restorative Justice ES (Teaching, Interacting, Encouraging		

Howell Public Schools

	* TIES (Teaching, Interacting, Encouraging							
Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrat ors, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff

Howell Public Schools

Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
	Minahan, Jan Richardson, and others * Workshops and conferences							

Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 5D+: Curriculum and Pedagogy  * Highly qualified instructional staff to develop, enhance, and implement curriculum, formative	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
	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							

Il 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 jobembedded, 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	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$124951	Instructiona I Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
Support Initiative (MIBLSI) * miGoogle							
	Il 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 jobembedded, 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 Reading Association and Learning Support Initiative (MIBLSI) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development * Positivity Project * Principal-led professional development * Positivity Project * Principal-led professional development * Professional Learning Communities	Il to support this goal. 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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 jobembedded, 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  * ExeryDay Math  * Explicit Instruction  * EveryDay Math  * Explicit Instruction  * Instructional rounds / Teacher labs / Learning walks  * Kindergarten Entry Status Observation of Skills (KEOS)  * LiteracyAReal Conference  * Michigan Association of Computer Users in Learning (MACUL)  * Michigan Reading Association (MRA)  * Michigan Reading Association (MRA)  * Michigan Reading Association (MRA)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  ** Michigan Reading Association of Standards  * Peer-to-Peer programs and professional development  * Positive Behavior Intervention and Supports  * Positivity Project  * Professional Learning Communities	Il to support this goal. 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Teachers will participate in professional development aligned to the SD+ Instructional Framework in focus areas and structures that will include: *5D+. Sassesment for Student Learning *5D+. Classroom Environment and Culture *5D+. Classroom Environment and Culture *5D+. Professional Communication and Collaboration *5D+. Professional Communication and Collaboration *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 Dirneo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others *Behavior Code *Book studies *Behavior Code *Book Studies *Capturing Kids Hearts *Collaborative for Social Emotional Learning (CASEL) Framework *Collective Efficacy *Citical Friends Group *Differentiated instruction *District-provided professional development *EveryDay Math *Expilor Instructional rounds / Teacher labs / Learning walks *Kindergarten Entry Status Observation of Skills (KEOS) *Literacy4Real Conference *Michigan Association of Computer Users in Learning (MACUL) *Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) *Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) *Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) *Michigan's Integrated Behavior and Supports *Peart-to-Peer programs and professional development *Positivity Project *Principal-led professional development *Professional Learning Communities

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* 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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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Information in Action Kits, and Classroom PBL  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
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* Coffware and online intervention cupport			
* 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 Booding Writing			
* Workshop Units of Study for Reading, Writing,			
and Phonics (Columbia TCRWP)			
* Youth Connection Groups			
Middle school support including:			
* 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			

* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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			
* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs			
* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)  * Collaborative for Social Emotional Learning			
* Collective Efficacy * Community resources and volunteers, including			
* 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	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Implementa tion, Monitor, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
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	Academic Support Program	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrat ors, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff

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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors and Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
	Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences							

Evidence-based instructional practices and evidence-based interventions	Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:  * 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  * 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  Structures will include:  * 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	Implementa tion, Walkthroug h, Evaluation, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Instructiona I Coaches, and Teachers
	* Professional Learning Communities * Release time * Staff meetings * Workshops and conferences							

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Development, enhancement, and implementation of curriculum, formative or interim assessments	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:  * 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	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors

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Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention	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 jobembedded, 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 Reading Association (MRA) * Michigan Reading Association (MRA) * Michigan Reading Association and Learning Support Initiative (MIBLSI) * miGoogle * Next Generation Science Standards * Peer-to-Peer programs and professional development	Implementa tion, Teacher Collaborati on, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$124951	Instructiona I Coaches, Teachers, Student Services Advisors, Administrat ors, and external consultants
	* Next Generation Science Standards * Peer-to-Peer programs and professional							
	* Proiect-Based Learning including Wonder							

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* 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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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
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* Coftware and online intervention cupport				
* 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				
routh Connection Groups				
Middle school support including:				
* 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				

* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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			
* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs			
* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)  * Collaborative for Social Emotional Learning			
* Collective Efficacy * Community resources and volunteers, including			
* 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	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrat ors, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff

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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
	Minahan, Jan Richardson, and others  * Workshops and conferences							

Evidence-based instructional practices and evidence-based interventions	Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:  * 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  * 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  Structures will include:  * 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	Implementa tion, Walkthroug h, Evaluation, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Instructiona I Coaches, and Teachers
	* Professional Learning Communities * Release time * Staff meetings * Workshops and conferences							

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* Project-Based Learning including Wonder
Workshop, Information in Action Kits, and
Classroom PBL
* Project Lead The Way
* Reáching Higher
* Reading Apprenticeship
* Release time
* Social Studies C3 Framework
* START
* Study of Early Literacy and Early Literacy
Essentials
* Staff meetings
* Toochers College Summer Deading Institute
* Teachers College Summer Reading Institute
(Columbia TCRWP)
* Technology integration
* Workshop Units of Study (Columbia TCRWP)
* Workshops and conferences

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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
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* Coffware and online intervention augment			
* 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			
Middle school support including:			
* 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			

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* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program  * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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	
* Instructional rounds / Teacher labs / Learning walks	

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	* TIES (Teaching, Interacting, Encouraging							
	Students)						•	
Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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 Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Professiona I Learning		Monitor		06/30/2020		Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, Counselors , Social Workers, Student Services Advisors, and Teachers

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Support English Language Learners (ELL)	Provide support to EL students and parents in all content areas for proficiency, using programs and structures including:  * 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrat ors, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors, Teacher Consultants, Special Education Ancillary Staff, Teachers, and Instructiona I Staff

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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
	Minahan, Jan Richardson, and others  * Workshops and conferences							

Evidence-based instructional practices and evidence-based interventions	Teachers will be supported and held accountable for instructional best practices in the 5D+ Instructional Framework. Programs and focus areas will include:  * 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  Structures will include:  * 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	Implementa tion, Walkthroug h, Evaluation, Direct Instruction	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Instructiona I Coaches, and Teachers

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Development, enhancement, and implementation of curriculum, formative or interim assessments	standards-based curriculum alignment to meet the needs of all students using structures that will include:  * 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	Implementa tion, Curriculum Developme nt	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona I Liaisons, Instructiona I Coaches, Teachers, and Administrat ors
	* 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							

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* 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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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Reaching Higher  * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice  * Software and online intervention support	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
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* Software and online intervention curport	İ				
* 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					
Touth Connection Groups					
Middle school support including:					
* 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					

* Program Success * Reaching Higher * Social Emotional Learning / Positive Behavior Interventions and Supports / Restorative Justice * TIES (Teaching, Interacting, Encouraging Students) * WEB (Where Everybody Belongs)  High school support including: * Flex time schedule structure at High School * Innovation Academy alternative education program * Highly qualified staff to provide interventions including Teachers, Aides, Student Services, Advisors, Counselors, and Administrators * Highly qualified instructional staff to provide jobembedded, 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			
* Activities and services to improve the culture and climate of the school, address safety and security, and provide anti-bullying or crisis intervention programs			
* Pilot implementation of Big Ideas Math and ongoing evaluation of Assessment and Learning in Knowledge Spaces (ALEKS)  * Collaborative for Social Emotional Learning			
* Collective Efficacy * Community resources and volunteers, including			
* 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	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team leaders
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrat ors, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Technology, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors , Teacher Consultants , Special Education Ancillary Staff, Teachers, and Instructiona I Staff

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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants including Don Banfield, Nell Duke, Jenna Furr, John Hattie, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson , and others
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Development,	Staff will review and update Curriculum &	Implementa	Tier 1	Implement	07/01/2019	06/30/2020	\$32580	Instructiona
enhancement, and implementation of	Pedagogy to ensure appropriate pacing and standards-based curriculum alignment to meet the	tion, Curriculum						I Liaisons, Instructiona
curriculum, formative or	needs of all students using structures that will	Developme						l Coaches,
interim assessments	include:	nt						Teachers,
	* 5D+: Curriculum and Pedagogy * Highly qualified instructional staff to develop,							and Administrat
	enhance, and implement curriculum, formative							ors
	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							

Job-embedded, ongoing, and need-based professional learning to improve the quality and fidelity of instruction and intervention  Service of the professional learning to improve the quality and fidelity of instruction and intervention  Service of the prove the quality and fidelity of instruction and intervention  Service of the provided professional learning including instruction and intervention  Service of the provided professional communication and Collaboration  Collaboration  Service of the provided professional consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia Metzkoy, Jessica Minahan, Jan Richardson, and others  Service of Service of Service of Service of Service of Collaboration  Consultants including Don Banfield, Kate Dimeo, Nell Duke, Jenna Furr, Annemarie Johnson, Ray Marino, Marcia Metzkoy, Jessica Minahan, Jan Richardson, and others  Service of Servic
* Principal-led professional development * Professional Learning Communities

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* 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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MTSS Academic and Behavioral Support	The district will provide MTSS through Title I, 31a (At-Risk), and general budget funding of staff, supplies, and parent involvement, including:  Elementary support including:  * 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 jobembedded, 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's Integrated Behavior and Learning Support Initiative (MIBLSI)  * Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI)  * 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	Behavioral Support Program, Implementa tion, Academic Support Program, Monitor	Tier 2	Monitor	07/01/2019	06/30/2020	\$1694272	Teachers, Aides, Student Services Advisors, Counselors , Administrat ors, Instructiona I Coaches, and external consultants
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*	Coftware and online intervention curport			
	Software and online intervention support			
S	ystems such as Accelerated Reader, IXL			
	earning, Learning A-Z (Raz Kids), MobyMax, and SeeSaw			
٥	TIES (Teaching, Interacting, Encouraging			
	Students) Workshop Units of Study for Booding Writing			
	Workshop Units of Study for Reading, Writing,			
	nd Phonics (Columbia TCRWP)			
"	Youth Connection Groups			
	Middle school support including:			
	Advisory schedule at Middle School			
	Highly qualified staff to provide interventions			
	ncluding Teachers, Aides, Student Services			
	dvisors, Counselors, and Administrators			
	Highly qualified instructional staff to provide job-			
	mbedded, ongoing, and need-based professional			
	earning including Instructional Coaches,			
T	eachers, Student Services Advisors,			
۵	dministrators, and external consultants including			
	Oon Banfield, Ray Marino, Jessica Minahan and			
	thers			
1~	Counseling or behavioral intervention programs			
	nd services including Counselors and Student			
	Services Advisors with specialized training in			
	ehavioral intervention strategies			
	Activities and services to improve the culture and			
c	limate of the school, address safety and security,			
	nd provide anti-bullying or crisis intervention			
	rograms			
	Behavior Code			
	Pilot implementation of Big Ideas Math and			
lo	ngoing evaluation of Assessment and Learning in			
K	(nowledge Spaces (ALEKS)			
*	Collaborative for Social Emotional Learning			
	CASEL) Framework			
	Collective Efficacy			
*	Community resources and volunteers, including			
	dult and community education, libraries, and			
c	ommunity colleges			
	Core support classes such as Deciphering			
	Science, Math Power Hour, Reading Destinations,			
a	nd Writers Studio			
	Create U			
*	Explicit Instruction			
	Instructional rounds / Teacher labs / Learning			
	/alks			
	Math Extreme			
*_	Michigan's Integrated Behavior and Learning			
	Support Initiative (MIBLSI)			
	Positivity Project			
*	Project-Based Learning			
*	Program Success			

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* Re * So Inte * TII Stude * WI High * File * Inr program * High included * Hi	counseling or behavioral intervention programs services including Counselors, Social rkers and Student Services Advisors with cialized training in behavioral intervention tegies etivities and services to improve the culture and nate of the school, address safety and security, provide anti-bullying or crisis intervention grams ehavior Code lot implementation of Big Ideas Math and oing evaluation of Assessment and Learning in evaluation of Assessment and Learning in except places (ALEKS) ellaborative for Social Emotional Learning in SEL) Framework ellective Efficacy emmunity resources and volunteers, including lit and community education, libraries, and munity colleges explicit Instruction estructional rounds / Teacher labs / Learning ks NK crew ental Health Foundation ichigan's Integrated Behavior and Learning eport Initiative (MIBLSI)		
* Pr  * Re  * So  Inte	oport Initiative (MIBLSI) oject-Based Learning eaching Higher ocial Emotional Learning / Positive Behavior rventions and Supports / Restorative Justice ES (Teaching, Interacting, Encouraging		

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	* TIES (Teaching, Interacting, Encouraging							
Progress Monitoring & Data Analysis	Teachers, principals, and instructional aides will learn to analyze multiple sources of data to inform instruction, with data sources including:  * Classroom teacher assessments  * Interim assessments (such as common assessments, DIBELS, district benchmark assessments, DRA, MLPP, NWEA, 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  Structures will include (but are not limited to):  * Highly qualified instructional staff to facilitate data analysis including Data Team Leaders  * Critical Friends Groups  * District data analyses  * Professional Learning Communities  * Principals and School Data Team Leaders data analyses.  * Release time  * Staff meetings	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Aides, School Improveme nt Chairs, and Data Team Leaders
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	Implementa tion, Academic Support Program, Monitor	Tier 3	Monitor	07/01/2019	06/30/2020	\$60500	Administrat ors, 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	Implementa tion, Parent Involvemen t, Academic Support Program, Technology , Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 2	Monitor	07/01/2019	06/30/2020	\$132818	Administrat ors, Teachers, and Aides
Support Homeless and Foster Care Students	Support Homeless and Foster Care Students with comparable services.	Implementa tion, Academic Support Program, Monitor, Getting Ready, Direct Instruction, Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$5640	District Homeless Liaison, Administrat ors, Counselors , Student Services Advisors, Teachers, Instructiona I Staff, and Support Staff
Support Students with Disabilities	Support Students with Disabilities with research-based strategies, technology, and other programs.	Behavioral Support Program, Implementa tion, Academic Support Program, Technology , Monitor, Getting Ready, Professiona I Learning	Tier 1	Implement	07/01/2019	06/30/2020	\$1549500	Administrat ors, Student Services Advisors, Counselors , Teacher Consultants , Special Education Ancillary Staff, Teachers, and Instructiona I Staff

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Professional Development in School Improvement	Provide professional development in continuous improvement methods and structures through participation in programs and training provided by county, state and federal agencies and associations including:  * AdvancED  * 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	Professiona I Learning	Tier 1	Monitor	07/01/2019	06/30/2020	\$14095	Administrat ors, Student Services Advisors, Teachers, Aides, Instructiona I Coaches, and external consultants
	Johnson, Ray Marino, Marcia McEvoy, Jessica Minahan, Jan Richardson, and others * Workshops and conferences							

Career Readiness	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	Tier 1	Implement	07/01/2019	06/30/2020	\$0	Administrat ors, Teachers, Counselors, and Student Services Advisors
	resume, letter of reference, school record, and talent portfolio.						

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	resume, letter of reference, school record, and talent portfolio.  * Advisory time or Flex Time							

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	* Community resources and volunteers, including adult and community education, libraries, and							

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	* Community resources and volunteers, including adult and community education, libraries, and							

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	* Community resources and volunteers, including adult and community education, libraries, and							