

# MICIP Portfolio Report

## Holt Public Schools

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### Goals Included

#### Active

- EOSP Initiative Goal #1 (Math)
  - Implementation SE Scales
  - Improve Reading outcomes
- 

### Buildings Included

#### Open-Active

- Dimondale Elementary
  - Elliott Elementary
  - Holt Junior High School
  - Holt Senior High School
  - Hope Middle Schools
  - Horizon Elementary
  - Midway Early Childhood Center
  - Sycamore Elementary
  - Washington Woods Middle School
  - Wilcox Elementary
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### Plan Components Included

Goal Summary

Data

Data Set

Data Story

Analysis

Root Cause

Challenge Statement

Strategy

Summary

Implementation Plan

Buildings

Funding

Communication

Activities

Activity Text

Activity Buildings

Monitoring & Adjusting

Activity Status

Monitoring Notes by Strategy

Note Text

Evidence

Impact Notes

Interim Target Measures

Adjustment Notes

Evaluation Status  
End Target Measures  
Impact Questions & Responses  
Responses  
Evidence

# MICIP Portfolio Report

## Holt Public Schools

### Implementation SE Scales

*Status:* ACTIVE

*Statement:* Holt Public School will decrease suspensions, and expulsions of our BIPOC. The outcome is to increase effectiveness in meeting the growing needs of students. Using key indicators on CASEL competencies effectively at the TK-6 level to decrease suspensions and expulsions at 7-12. Based on 18-19 out of school suspension data, black students are over represented with suspensions (Jr High- 24.8% and HHS-22.9%) Demographics from 18-19 show black students make up 10.6%. The goal is to reduce the # of black students receiving OSS to therefore be more proportionate to total representation. We are looking for a downward trend in year 1 implementation (21-22).

With implementation of SEL competencies during the 21-22 school year, our goal is to collect reporting data (2x per year) and frequent check-ins at District Data Days. Update: using the baseline data from 22-23 school year, buildings will base next steps to support with Trails, Tier 1. As a district we have implemented Tier 2 at all levels.

*Created Date:* 05/26/2021

*Target Completion Date:* 06/30/2024

*Data Set Name:* A systemic approach to improving the well-being of all students through creating inclusive, equitable schools that impacts positive student outcomes.

Name	Data Source
Attendance First Term	Illuminate DNA
MiPHY Survey 2019-2020	MiPHY
New Mental Health Referrals 20-21	Other
Planning for SEL Screening Data Collection	Other
SE Scales	District Determined
18.19 Baseline Behavior Data	District Determined

*Data Story Name:* A systemic approach to improving the well-being of all students through creating inclusive, equitable schools that impacts positive student outcomes.

*Initial Data Analysis:*

- 18% students missed 10% or more of instructional time;
- During 20-21 school year, 118 new mental health referrals;
- 76% of middle school students and 48% of high school students have seen another student get pushed, hit or punched in the last 12 months.

40% of high school and 31% of middle school students reported feeling sad or hopeless within a two-week period (MiPHY)  
17% of high school and 16% of middle school students reported that they made a plan on how they would attempt suicide (MiPHY)  
18-19 School year- Jr High had 113 students receive an OSS, Black students made up 24.8% of the suspension. District wide, Black students make up 11.4% of total student population. HHS had 135 students receive an OSS, Black students made up 22.9% of the suspensions.

*Initial Initiative Inventory and Analysis:*

Current SEL Initiatives/Strategies

PreK-12

PreK

Elementary

Middle School

Jr High

High School

Tier I - Universal Support

Tier II - Targeted Support

Tier III - Intensive Individual Support

Is there a method to measure effectiveness? Have you recently reviewed this data?

What is the current source of funding?

Please indicate the level(s)

Please indicate the tier level of implementation:

Michigan Model

X

x

X

Behavior Data  
General Funds/SHIFT Grant

31a access

X

x

X

X  
Behavior Data  
31a/ISD

Concious Disc

X

X

x

X

Behavior Data  
ESSER I/Title IV

Restorative Justice/Practices

X

X

X

X

X

X

Behavior Data  
At-Risk/ESSER II/III

Second Step

X

X

X

X

X

Behavior Data  
General Funds

Trauma Training

X

X

X

X

X

X

Behavior Data  
Title IV

Survey families and students for feedback

X

X

Survey Data  
General Funds

District Mental Health Coordinator  
X

X  
X  
X  
X  
X

Behavior Data  
COVID grant ESSER II/III

Additional Nurse position  
X

X  
X  
X  
X

X

General Funds

Director of Equity and Inclusion  
X

X  
X  
X  
X

X

## General Funds

Adding 2 SSW

X

X

X

## ESSER II/III

*Gap Analysis:* A gap exists between BIPOC and other groups with disciplinary referrals.

*District Data Story Summary:* Some students are struggling with belonging and feeling connected which may impact student attendance and social emotional health. We need to assure the approach and the materials implemented are culturally relevant to increase student competency in self-awareness, self-management, social-awareness, relationship skills and responsibility decision making. As a district, we have many supports in place to address student academic and social needs. However, the supports are not consistent across school buildings and we are not effectively connecting them to our most at-risk students and their families. While some staff are trained and equipped to respond to student mental health needs, it is not universally provided. We have strong community support and partnerships, but not all buildings have capacity to coordinate services and help students and families access the supports. Students in need of support and resources often are not able to access them due to a variety of barriers. This is about us, the adults taking ownership and showing/modeling these skills for our students.

### *Analysis:*

#### *Root Cause*





### Five Whys

- Why: Growing need for student supports
- Why: Missing/incomplete SEL screening data
- Why: Lack of staff training
- Why: Lack of targeted student supports
- Why: Lack of systematic supports of SEL practices

**Challenge Statement:** If we develop a systemwide implementation of equitable SEL supports/practices within school settings addressing inclusion, then we can better engage students, increase social-emotional skills and improve outcomes.

**Strategies:**

(1/1): Focus on social emotional skills through adoption CASEL competencies

Owner: Steve Netzel

Start Date: 05/26/2021

Due Date: 06/18/2022

Summary: CASEL’s SEL framework fosters knowledge, skills, and attitudes across five areas of competence and multiple key settings to establish equitable learning environments that advance students’ learning and development.

SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts

SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups

RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

**Buildings**

- Dimondale Elementary
- Elliott Elementary
- Holt Junior High School
- Holt Senior High School
- Hope Middle Schools
- Horizon Elementary
- Sycamore Elementary
- Washington Woods Middle School
- Wilcox Elementary

Total Budget: \$500,000.00

- Title II Part A (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

**Communication:**

Method	Audience
<ul style="list-style-type: none"> <li>• Other</li> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• Social Media</li> </ul>	<ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul>

**Monitoring and Adjusting:**

*Evaluate Goal: Interim Target Measures*

Measure	Owner	Due Date	Status
Building Data Days and Building Grade-Level Meetings	Steve Netzel	06/18/2022	COMPLETE

*Impact Notes:*

No Data Available

*Adjust Notes:*

No Data Available

*Activity Status:*

*Focus on social emotional skills through adoption CASEL competencies Activities:*

No Data Available

*Monitoring Notes*

**Monitoring Notes: Focus on social emotional skills through adoption CASEL competencies**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?*

*What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

*Evaluation Status:*

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Decrease by 1% for 18.19 Baseline Behavior Data	06/18/2022	COMPLETE
Increase by 10% for SE Scales	06/30/2024	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available

## Improve Reading outcomes

**Status:** ACTIVE

**Statement:** 100% of our TK-6 students will score in the average range or higher for reading by 2027. Adjustment: 100% of students K-12 will meet the following criteria:

TK-6- Will score a "3" (meeting grade-level standard) on identified EL standards with our SIS  
 7-12- Will pass their core content class

**Created Date:** 06/21/2022

**Target Completion Date:** 06/28/2027

**Data Set Name:** 100% of students will score in the average range or higher for reading.

Name	Data Source
Spring Summary Data 2022	District Determined
Board Update (104b)	District Determined
K-6 Gradebook Priority Standards Baseline	District Determined

**Data Story Name:** 100% of students will score in the average range or higher for reading.

**Initial Data Analysis:** The data is providing growth over a year by grade-level and subgroups.

**Initial Initiative Inventory and Analysis:** All the data pieces provided along to our work as a district within the EOSP. These data sources provide opportunities to identify trends and areas of strength/opportunity.

**Gap Analysis:** Desire and need to increase proficiency and growth for our marginalized students.

**District Data Story Summary:** There is a need for focus on culturally responsive pedagogy. We will be partnering with Hill Pedagogy over the next year for Professional Development.

### Analysis:

#### Root Cause



#### Summary of Root Cause Analysis:

come back to

#### Supporting Documents

*No Documents Included*

*Challenge Statement:* come back to

**Strategies:**

(1/4): Competency: Instruction - High-Quality Classroom Instruction

Owner: Steve Netzel

Start Date: 06/21/2022

Due Date: 06/28/2027

Summary: Define and adopt a rigorous standard of high quality instruction that is implemented by all teaching staff.

**Buildings**

- Dimondale Elementary
- Elliott Elementary
- Hope Middle Schools
- Horizon Elementary
- Sycamore Elementary
- Washington Woods Middle School
- Wilcox Elementary

Total Budget: \$330,000.00

- Title II Part A (Federal Funds)
- ISD Reimbursement (Other)
- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Steve Netzel	06/21/2022	06/28/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Core Phonics Programming	Steve Netzel	08/16/2023	06/28/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

**(2/4): MTSS - Literacy (Reading)**

**Owner:** Steve Netzel

**Start Date:** 09/20/2023

**Due Date:** 09/30/2025

**Summary:** The reading components of a Multi-Tiered System of Supports includes systems to address the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

**Buildings**

- Dimondale Elementary
- Elliott Elementary
- Holt Junior High School
- Holt Senior High School
- Hope Middle Schools
- Horizon Elementary
- Sycamore Elementary
- Washington Woods Middle School
- Wilcox Elementary

**Total Budget:** \$180,000.00

- Other Federal Funds (Federal Funds)

**Communication:**

Method

- School Board Meeting
- Email Campaign
- Presentations
- Brochure

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Extended Learning and Summer School (23G)	Steve Netzel	09/20/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Small Group Instruction	Steve Netzel	09/20/2023	09/30/2025	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				



### (3/4): 23g Expanded Learning Time

**Owner:** Steve Netzel

**Start Date:** 10/23/2023

**Due Date:** 06/28/2027

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

#### Buildings

- Dimondale Elementary
- Elliott Elementary
- Holt Junior High School
- Holt Senior High School
- Hope Middle Schools
- Horizon Elementary
- Sycamore Elementary
- Washington Woods Middle School
- Wilcox Elementary

**Total Budget:** \$50,000.00

- Other State Funds (State Funds)

#### Communication:

Method

- School Board Meeting
- Presentations
- District Website Update
- Social Media

Audience

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

#### Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Extended Learning (Before/ After/Intersession/ Summer)Small Group Instruction- Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Reading outcomes. They will be identified using	Steve Netzel	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. In addition, staffing costs based on final funding allocations. We pay staff \$42 an hour and have offered stipends in the past. This is the same process for summer.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Dimondale Elementary</li> <li>• Elliott Elementary</li> <li>• Holt Junior High School</li> <li>• Hope Middle Schools</li> <li>• Horizon Elementary</li> <li>• Sycamore Elementary</li> <li>• Washington Woods Middle School</li> <li>• Wilcox Elementary</li> </ul>				

**(4/4): 23g Tutoring**

**Owner:** Steve Netzel

**Start Date:** 10/23/2023

**Due Date:** 09/30/2025

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$50,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Parent Newsletter

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Reading outcomes. They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. The identified tutoring	Steve Netzel	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
vendors identified and with support of 23 O will be the resources. Only cost is transportation. If tutoring takes place virtually at the school and need adult supervision, we will hire a para. Again, logistics of funding are unknown until we know the students				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

### Monitoring and Adjusting:

#### Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 10% for Spring Summary Data 2022		06/27/2023	COMPLETE
Increase by 10% for K-6 Gradebook Priority Standards Baseline		06/15/2024	ONTARGET
Increase by 10% for K-6 Gradebook Priority Standards Baseline		06/27/2027	ONTARGET

#### Impact Notes:

No Data Available

#### Adjust Notes:

No Data Available

#### Activity Status:

##### Competency: Instruction - High-Quality Classroom Instruction Activities

Activity	Owner	Start Date	Due Date	Status
Instructional Coaching	Steve Netzel	06/21/2022	06/28/2027	ONTARGET
Core Phonics Programming	Steve Netzel	08/16/2023	06/28/2027	ONTARGET

##### MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Extended Learning and Summer School (23G)	Steve Netzel	09/20/2023	09/30/2025	ONTARGET
Small Group Instruction	Steve Netzel	09/20/2023	09/30/2025	ONTARGET

### 23g Expanded Learning Time Activities

Activity	Owner	Start Date	Due Date	Status
<p>Extended Learning (Before/ After/Intersession/ Summer)Small Group Instruction- Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Reading outcomes. They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. In addition, staffing costs based on final funding allocations. We pay staff \$42 an hour and have offered stipends in the past. This is the same process for summer.</p>	Steve Netzel	10/23/2023	09/30/2025	ONTARGET

### 23g Tutoring Activities

Activity	Owner	Start Date	Due Date	Status
<p>Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Reading outcomes. They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency.</p>	Steve Netzel	10/23/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. The identified tutoring vendors identified and with support of 23 O will be the resources. Only cost is transportation. If tutoring takes place virtually at the school and need adult supervision, we will hire a para. Again, logistics of funding are unknown until we know the students</p>				

### Monitoring Notes

#### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

#### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Monitoring Notes: Competency: Instruction - High-Quality Classroom Instruction**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Monitoring Notes: MTSS - Literacy (Reading)**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
Increase by 40% for Board Update (104b)	06/28/2027	ONTARGET
Increase by 30% for K-6 Gradebook Priority Standards Baseline	06/28/2027	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

**Fidelity - How well did we engage in our plan as intended?**

No Data Available

**Scale/Reach - How well did we reach the intended target population?**

No Data Available

**Capacity - How well did we support progress towards our goal?**

No Data Available

**Impact - How did student outcomes improve?**

No Data Available



## EOSP Initiative Goal #1 (Math)

*Status:* ACTIVE

*Statement:* Attachment #2

Holt Public Schools will increase the percentage of BIPOC (Black, Indigenous, and People of Color) students and students with IEPs (Individual Education Plans) successfully passing core classes (7th-12th grade) or reaching grade-level proficiency (TK-6th grade) by 5% each year to increase by 20% in 2026 with a specific focus on math learning.

*Created Date:* 07/19/2023

*Target Completion Date:* 06/30/2027

*Data Set Name:* EOSP

Name	Data Source
EOSP Initiatives	District Determined
EOSP Dashboard	District Determined

*Data Story Name:* EOSP

*Initial Data Analysis:* The data shows we are underserving our marginalized students. test

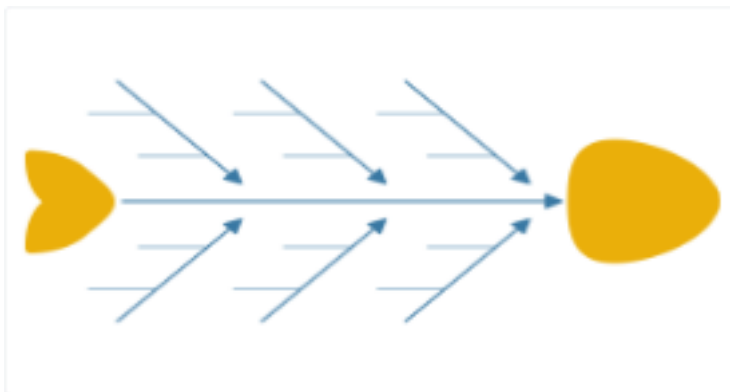
*Initial Initiative Inventory and Analysis:* See attachment #1 above (EOSP Initiatives)

*Gap Analysis:* See attachment #1 and #2 above.

*District Data Story Summary:* See attachment #2 (EOSP Dashboard)

### Analysis:

#### Root Cause



*Summary of Fishbone discovery:*

Explained within the EOSP

*Supporting Documents*

*No Documents Included*

*Challenge Statement:* The district needs to allocated Professional Development and Resources to support initiatives within the EOSP.

**Strategies:**

(1/7): Curriculum Planning

Owner: Steve Netzel

Start Date: 07/19/2023

Due Date: 06/30/2027

**Summary:** Curriculum planning supports districts and schools by supporting teachers to implement curriculum in ways that supports all students to reason and problem solve. Within each lesson, teachers identify and modify tasks (as outlined by the National Council of Teachers of Mathematics) to support students' exploration, collaboration, and reasoning and problem solving related to the identified learning target. As tasks are identified/modified, they are housed within a district-level curriculum document that supports all teachers within the district to implement the district adopted text in ways that aligns with standards- and evidence-based instruction in mathematics.

**Buildings**

- Holt Junior High School
- Holt Senior High School

**Total Budget:** \$212,000.00

- At Risk (31-A) (State Funds)
- Other State Funds (State Funds)

**Communication:**

Method

- School Board Meeting
- Presentations

Audience

- Educators
- Staff
- School Board

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Aligned Curriculum	Steve Netzel	07/19/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Culturally Responsive	Steve Netzel	07/19/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
1-1 Tier 1 support with technology assistance	Steve Netzel	07/19/2023	06/30/2027	ONTARGET
<i>Activity Buildings:</i>				
<ul style="list-style-type: none"> <li>• Holt Junior High School</li> </ul>				

**(2/7): Math Recovery**

**Owner:** Steve Netzel

**Start Date:** 07/19/2023

**Due Date:** 06/30/2027

**Summary:** US Math Recovery Council® professional learning courses increase teachers’ knowledge and understanding of how children think about and learn mathematics. This empowers teachers to use dynamic diagnostic assessments and make data-driven instructional decisions using any mathematics curriculum. Teachers spend 24 hours spread over multiple sessions to complete each AVMR course.

**Buildings:** All Active Buildings

**Total Budget:** \$200,000.00

- At Risk (31-A) (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations

**Audience**

- Educators
- Staff
- School Board

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Wednesday PD	Steve Netzel	07/19/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(3/7): Imagine Math**

**Owner:** Steve Netzel

**Start Date:** 07/19/2023

**Due Date:** 06/30/2027

**Summary:** Imagine Math, formerly known as Think Through Math, is an adaptive, web-based program that provides students with a rigorous personalized instructional platform for grades 3 through high school Geometry. Imagine Math engages students by making real-world connections, rewarding student effort by allowing students to donate to charity, earn teamwork-based goals, compete with students nationally, and win prizes based on engagement.

**Buildings**

- Hope Middle Schools
- Washington Woods Middle School

**Total Budget:** \$10,000.00

- Title II Part A (Federal Funds)

**Communication:**

**Method**

- Presentations

**Audience**

- Educators
- Staff
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Imagine Math programming	Steve Netzel	07/19/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**(4/7): 23g Intensive, Individualized Support**

**Owner:** Steve Netzel

**Start Date:** 10/11/2023

**Due Date:** 09/30/2025

**Summary:** A trained adult advocate can help students who have fallen off track by providing individualized support to meet their academic, personal, and emotional needs. An advocate is a student’s “go-to person” for the resources and support needed to graduate, and typically provides these supports for the entire time a student is enrolled in the school, or, at a minimum, for a full school year. Advocates can be school staff or not employed by the school district. Advocates can identify unmet needs and provide or coordinate more intense, individualized support to help students get back on track for graduation.

**Buildings**

- Dimondale Elementary
- Elliott Elementary
- Holt Junior High School
- Holt Senior High School
- Hope Middle Schools
- Horizon Elementary
- Sycamore Elementary
- Washington Woods Middle School
- Wilcox Elementary

**Total Budget:** \$100,000.00

- Other State Funds (State Funds)

**Communication:**

- |   |  |
|---|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|---|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Small Group Instruction- (Oversight: Steve Netzel) At our TK-8 buildings we will be hiring an additional Math Teacher that will push into the classroom and support students that are struggling with Math. They will be identified using multiple data points. In addition, certain standards will be	Steve Netzel	10/11/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
targeted to assure each student is growing towards proficiency. This teacher will also model Tier 1, best math practices for the general ed teacher.				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Dimondale Elementary</li> <li>• Elliott Elementary</li> <li>• Holt Junior High School</li> <li>• Hope Middle Schools</li> <li>• Horizon Elementary</li> <li>• Sycamore Elementary</li> <li>• Washington Woods Middle School</li> <li>• Wilcox Elementary</li> </ul>				

**(5/7): 23g Tutoring**

**Owner:** Steve Netzel

**Start Date:** 10/23/2023

**Due Date:** 06/30/2027

**Summary:** Tutoring, defined as supplemental one-on-one or small group instruction, can be a powerful tool for accelerated learning. Tutoring is an effective intervention because tutoring:

- customizes learning to target a student’s immediate learning needs.
- provides additional instructional time by aligning the tutoring activities to current classroom activities.
- offers more engagement, rapid feedback, and less distractions in one-on-one and small group environments.
- creates meaningful mentor relationships.

**Buildings:** All Active Buildings

**Total Budget:** \$50,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations
- District Website Update
- Social Media

**Audience**

- Community-at-Large
- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Math outcomes. They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. The identified tutoring	Steve Netzel	12/05/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>vendors identified and with support of 23 O will be the resources. Only cost is transportation. If tutoring takes place virtually at the school and need adult supervision, we will hire a para. Again, logistics of funding are unknown until we know the students.</p>				
<p><i>Activity Buildings:</i></p> <ul style="list-style-type: none"> <li>• Dimondale Elementary</li> <li>• Elliott Elementary</li> <li>• Holt Junior High School</li> <li>• Holt Senior High School</li> <li>• Hope Middle Schools</li> <li>• Horizon Elementary</li> <li>• Sycamore Elementary</li> <li>• Washington Woods Middle School</li> <li>• Wilcox Elementary</li> </ul>				



**(6/7): 23g Expanded Learning Time**

**Owner:** Steve Netzel

**Start Date:** 10/23/2023

**Due Date:** 06/30/2027

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

**Buildings**

- Dimondale Elementary
- Elliott Elementary
- Holt Junior High School
- Holt Senior High School
- Hope Middle Schools
- Horizon Elementary
- Sycamore Elementary
- Washington Woods Middle School
- Wilcox Elementary

**Total Budget:** \$150,000.00

- Other State Funds (State Funds)

**Communication:**

- |  |  |
|--|--|
| <p><b>Method</b></p> <ul style="list-style-type: none"> <li>• School Board Meeting</li> <li>• Presentations</li> <li>• District Website Update</li> <li>• Brochure</li> <li>• Parent Newsletter</li> <li>• Social Media</li> </ul> | <p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Community-at-Large</li> <li>• Educators</li> <li>• Staff</li> <li>• School Board</li> <li>• Parents</li> </ul> |
|--|--|

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Extended Learning (Before/After/Intersession/Summer)Small Group Instruction- Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Math outcomes.	Steve Netzel	12/05/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. In addition, staffing costs based on final funding allocations. We pay staff \$42 an hour and have offered stipends in the past. This is the same process for summer.</p>				
<p><i>Activity Buildings:</i> All Buildings in Implementation Plan</p>				

**(7/7): Enhancing Mathematics with Instructional Technology**

**Owner:** Steve Netzel

**Start Date:** 10/23/2023

**Due Date:** 06/30/2027

**Summary:** Teachers will engage in on-going professional learning and follow-up coaching on the use of instructional technology in mathematics to support conceptual and procedural understanding. Teachers will examine instructional technology tools in concert with best practices in mathematics and match the right tool with each practice. Tools may include Desmos, Geogebra, CODAP, Formative Assessment tools, among many others.

**Buildings**

- Holt Junior High School
- Holt Senior High School

**Total Budget:** \$12,000.00

- Other State Funds (State Funds)

**Communication:**

**Method**

- School Board Meeting
- Presentations

**Audience**

- Educators
- Staff
- School Board
- Parents

**Strategy Implementation Plan Activities**

Activity	Owner	Start Date	Due Date	Status
Use of Imagine Math	Steve Netzel	10/23/2023	06/30/2027	ONTARGET
<b>Activity Buildings:</b> All Buildings in Implementation Plan				

**Monitoring and Adjusting:**

**Evaluate Goal: Interim Target Measures**

Measure	Owner	Due Date	Status
Decrease by 20% for EOSP Dashboard		06/30/2026	ONTARGET

**Impact Notes:**

No Data Available

**Adjust Notes:**

No Data Available

**Activity Status:**

**Curriculum Planning Activities**

Activity	Owner	Start Date	Due Date	Status
Aligned Curriculum	Steve Netzel	07/19/2023	06/30/2027	ONTARGET
Culturally Responsive	Steve Netzel	07/19/2023	06/30/2027	ONTARGET

Activity	Owner	Start Date	Due Date	Status
1-1 Tier 1 support with technology assistance	Steve Netzel	07/19/2023	06/30/2027	ONTARGET

*Math Recovery Activities*

Activity	Owner	Start Date	Due Date	Status
Wednesday PD	Steve Netzel	07/19/2023	06/30/2027	ONTARGET

*Imagine Math Activities*

Activity	Owner	Start Date	Due Date	Status
Imagine Math programming	Steve Netzel	07/19/2023	06/30/2027	ONTARGET

*23g Intensive, Individualized Support Activities*

Activity	Owner	Start Date	Due Date	Status
Small Group Instruction- (Oversight: Steve Netzel) At our TK-8 buildings we will be hiring an additional Math Teacher that will push into the classroom and support students that are struggling with Math. They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. This teacher will also model Tier 1, best math practices for the general ed teacher.	Steve Netzel	10/11/2023	09/30/2025	ONTARGET

*23g Tutoring Activities*

Activity	Owner	Start Date	Due Date	Status
Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Math outcomes. They will be identified using multiple data points. In addition, certain standards will be	Steve Netzel	12/05/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<p>targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of transportation is dependent on # of students that need it. The identified tutoring vendors identified and with support of 23 O will be the resources. Only cost is transportation. If tutoring takes place virtually at the school and need adult supervision, we will hire a para. Again, logistics of funding are unknown until we know the students.</p>				

*23g Expanded Learning Time Activities*

Activity	Owner	Start Date	Due Date	Status
<p>Extended Learning (Before/ After/Intersession/ Summer)Small Group Instruction- Oversight: Steve Netzel: We will run targeted, small group interventions at our TK-8 buildings to support Math outcomes. They will be identified using multiple data points. In addition, certain standards will be targeted to assure each student is growing towards proficiency. Students growth and proficiency will be measure using Powerschool Gradebook and standard based outcomes. Cost of</p>	Steve Netzel	12/05/2023	09/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
transportation is dependent on # of students that need it. In addition, staffing costs based on final funding allocations. We pay staff \$42 an hour and have offered stipends in the past. This is the same process for summer.				

### Enhancing Mathematics with Instructional Technology Activities

Activity	Owner	Start Date	Due Date	Status
Use of Imagine Math	Steve Netzel	10/23/2023	06/30/2027	ONTARGET

### Monitoring Notes

#### Monitoring Notes: 23g Expanded Learning Time

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

#### Monitoring Notes: 23g Intensive, Individualized Support

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

#### Monitoring Notes: 23g Tutoring

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?  
What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: Curriculum Planning

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?  
What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: Enhancing Mathematics with Instructional Technology

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?  
What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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### Monitoring Notes: Imagine Math

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations?  
What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

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**Monitoring Notes: Math Recovery**

*Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:*

No Data Available

*Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:*

No Data Available

*Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:*

No Data Available

**Evaluation Status:**

*Evaluate Goal: End Target Measures*

Measure	Due Date	Status
As determined by each initiative for EOSP Dashboard	06/30/2027	ONTARGET

*Evaluate Goal: Impact Questions and Responses*

***Fidelity - How well did we engage in our plan as intended?***

No Data Available

***Scale/Reach - How well did we reach the intended target population?***

No Data Available

***Capacity - How well did we support progress towards our goal?***

No Data Available

***Impact - How did student outcomes improve?***

No Data Available