

MICIP Portfolio Report

Holly Area School District

Goals Included

Active

- Increase Math Achievement
 - Increase Reading and Writing Achievement
-

Buildings Included

Open-Active

- Davisburg Elementary School
 - Holly Elementary School
 - Holly High School
 - Holly Middle School
 - Karl Richter Campus
 - Patterson Elementary School
 - Rose Pioneer Elementary School
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Plan Components Included

Goal Summary

Data

Data Story

Strategy

Summary

Implementation Plan

Buildings

Activities

Activity Text

Activity Buildings

MICIP Portfolio Report

Holly Area School District

Increase Reading and Writing Achievement

Status: ACTIVE

Statement: Define Goal: Increase student proficiency levels in reading and writing to 60% across the district for all students by July 1, 2028 (through high quality curriculum and an intervention/support system aligned to GELN Essential Practices in Literacy in grades K-12).

Created Date: 06/23/2021

Target Completion Date: 07/01/2026

Data Story Name: Holly Data Story - ELA

Initial Data Analysis: In the new baseline year (post pandemic) of 2020-2021, Davisburg Elementary, Rose Pioneer Elementary, and Holly High School met growth targets in English Language Arts and math. Holly Middle School met growth targets in ELA, Holly Elementary School met growth targets in math.

In the new baseline year (post pandemic) of 2021-2022, students at Davisburg Elementary School met math proficiency targets.

As we anticipated, with the pandemic learning interruptions and inconsistent/lacking state data, all students need high quality Tier 1 instruction with aligned Tier 2 and Tier 3 instructional supports to work toward the proficiency and growth target district-wide. The 2021-2022 school year begins a new baseline for collecting future data in measuring proficiency and growth.

Initial Initiative Inventory and Analysis: Initiatives:

Secondary Learning Ecosystem

District Strategic Planning

Instructional Coaches

GELN K-12 Essential Practices/Disciplinary Practices to support teachers with implementation for highly effective instructional practices

Data Analysis supports on-going analysis of student performance (formative and benchmark) so teachers can make informed instructional shifts, differentiate, and intervene to support all student learning.

Updating viable curriculum in HAS Atlas

Summer learning opportunities, including Camp Explorer, Camp Invention, Invention

Project, support students to maintain and grow reading, math, and STEM learning over the summer.

Summary

These initiatives support all students to reach growth and proficiency targets by supporting student learning through effective practices and high quality professional learning.

Gap Analysis: In the 2020-2021 school year, the growth data target on state assessments

remains 57.9% in ELA. In 2020-2021 we ranged from 43.6% at Patterson Elementary School to 71.3% at Holly High School. Please note that the 2020-2021 state data are incomplete. In our new baseline year (2021-2022), the proficiency data target on state assessments remains 60% in ELA. In 2021-2022, we ranged from 33.7% at Holly Elementary School to 57.8% at Holly High School.

District Data Story Summary: Improving consistency and aligning practices across school sites is a priority for improving student achievement. There is a clear braiding of supports across programs and supports to improve literacy achievement for all students in all grades. Strengths include an intentional effort to support high quality literacy instruction through the support of instructional coaches and high quality curricular materials. Growth edges include improving the supports provided to all students in Tier 1, Tier 2, and Tier 3 instruction through the focus on highly effective classroom practices (Tier 1 and Tier 2) and the refinement of intervention/support services (Tier 2 and Tier 3) so that all students are best served moving forward. All district initiatives and programs, supports, and services are designed to meet student and classroom needs.

Strategies:

(1/7): Essential Instructional Practices Grades K-3

Owner: Jennifer Herbstreit

Start Date: 06/23/2021

Due Date: 06/24/2026

Summary: Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacy motivation and engagement within and across lessons 2) Read alouds of age-appropriate books and other materials, print or digital 3) Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5) Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary and content knowledge 8) Abundant reading material and reading opportunities in the classroom 9) Ongoing observation and assessment of children’s language and literacy development that informs their education 10) Collaboration with families in promoting literacy

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Update classroom libraries	Michelle Szczechowicz	06/23/2021	05/31/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning aligned to essential practices	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Grade level Impact days (PL and data)	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Online subscriptions curricular resources	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/7): Essential Instructional Practices Grades 4-5

Owner: Jennifer Herbstreit

Start Date: 06/23/2021

Due Date: 06/24/2026

Summary: "The purpose is to improve children’s literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation and engagement within and across lessons 2) Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary, academic language, and content knowledge 8) Abundant and diverse reading material, including digital texts, and opportunities to read in the classroom 9) Ongoing observation of children’s language and literacy development that informs small group and individual instruction 10) Collaboration with families in promoting literacy "

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Grade Level Impact Days (PL and data)	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Online subscription curricular resource	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning	Michelle	06/23/2021	06/24/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
aligned to essential practices	Szczechowicz			
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Update classroom libraries	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/7): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Jennifer Herbstreit

Start Date: 06/23/2021

Due Date: 06/24/2026

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Holly High School
- Holly Middle School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Department level Impact days (PL and data)	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning aligned to disciplinary literacy practices	Michelle Szczechowicz	06/23/2021	06/24/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(4/7): Reading Recovery®

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: Reading Recovery® is a short-term tutoring intervention that provides one-on-one tutoring to first-grade students who are struggling in reading and writing. The goals of Reading Recovery® include promoting literacy skills, reducing the number of students who are struggling to read, and preventing long-term reading difficulties. Reading Recovery® supplements classroom teaching with tutoring sessions, generally conducted as pull-out sessions during the school day. Tutoring is delivered by trained Reading Recovery teachers in daily 30-minute sessions over the course of 12–20 weeks.

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
1:1 Reading Recovery and small literacy groups	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(5/7): Guaranteed and Viable Curriculum

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Holly High School
- Holly Middle School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Update HAS Atlas Curriculum	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(6/7): Family Engagement Tied to Learning

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children’s education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings

- Davisburg Elementary School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Family engagement events tied to learning	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(7/7): Instructional Coaching

Owner: Michelle Szczechowicz

Start Date: 06/30/2023

Due Date: 07/01/2026

Summary: Instructional coaching to improve teaching and learning

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Holly High School
- Holly Middle School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Coaching Cycles	Michelle Szczechowicz	06/30/2023	07/01/2026	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Increase Math Achievement

Status: ACTIVE

Statement: Define Goal: Increase student proficiency levels in math to 47.6% and growth levels in math to 50.7% on state assessments across the district for all students by July 1, 2025 (through high quality curriculum and an intervention/support system aligned to high quality instructional practices as defined by MDE.

Created Date: 04/14/2023

Target Completion Date: 07/01/2026

Data Story Name: Holly Data Story - Math

Initial Data Analysis: In the new baseline year (post pandemic) of 2020-2021, Davisburg Elementary, Rose Pioneer Elementary, and Holly High School met growth targets in English Language Arts and math. Holly Middle School met growth targets in ELA, Holly Elementary School met growth targets in math.

In the new baseline year (post pandemic) of 2021-2022, students at Davisburg Elementary School met math proficiency targets.

As we anticipated, with the pandemic learning interruptions and inconsistent/lacking state data, all students need high quality Tier 1 instruction with aligned Tier 2 and Tier 3 instructional supports to work toward the proficiency and growth target district-wide. The 2021-2022 school year begins a new baseline for collecting future data in measuring proficiency and growth.

Initial Initiative Inventory and Analysis: Initiatives:

Secondary Learning Ecosystem District Strategic Planning Instructional Coaches GELN Essential Instructional Practices in Early Mathematics, PreK-Grade 3 Developing instructional frameworks to guide all teachers in best practices. Implementation of new instructional framework for K-5 and development of instructional framework for secondary - highly effective instructional practices for all students. Elementary Math Fluency Game-based Learning Data analysis supports on-going analysis of student performance (formative and benchmark) so teachers can make informed instructional shifts, differentiate, and intervene to support all student learning. Updating viable curriculum in HAS Atlas Summer learning opportunities, including Camp Explorer, Camp Invention, Invention Project, support students to maintain and grow reading, math, and STEM learning over the summer.

Summary

These initiatives support all students to reach growth and proficiency targets by supporting student learning through effective practices and high quality professional learning.

Gap Analysis: In the 2020-2021 school year, the growth data target on state assessments remains 50.7% in math. In 2020-2021 we ranged from 29.7% at Patterson Elementary School to 61.9% at Holly High School. Please note that the 2020-2021 state data are incomplete.

In our new baseline year (2021-2022), the proficiency data target on state assessments remains 47.6% in Math. In 2021-2022, we ranged from 23.3% at Holly Middle School to

47.7% at Davisburg Elementary School.

District Data Story Summary: Improving consistency and aligning practices across school sites is a priority for improving student achievement. There is a clear braiding of supports across programs and supports to improve math achievement for all students in all grades. Strengths include an intentional effort to support high quality math instruction through the support of instructional coaches and high quality curricular materials. Growth edges include improving the supports provided to all students in Tier 1, Tier 2, and Tier 3 instruction through the focus on highly effective classroom practices (Tier 1 and Tier 2) and the refinement of intervention/support services (Tier 2 and Tier 3) so that all students are best served moving forward. All district initiatives and programs, supports, and services are designed to meet student and classroom needs.

Strategies:

(1/6): Instructional Coaching/Consulting for Mathematics

Owner: Jennifer Herbstreit

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: "

Instructional coaching is a supportive, job-embedded, ongoing, and personalized form of professional learning focused on the teaching of mathematics. Instructional coaches partner with teachers to empower and support them in increasing student learning, developing robust mathematical identities, and developing students’ mathematical sense-making abilities. To do this, Instructional Coaches collaborate with teachers to get a clear picture of current reality, identify goals, pick teaching strategies to meet the goals, monitor progress, and problem solve until the goals are met. The work of developing trusting relationships with teachers and collaboratively engaging in the coaching cycle form the foundation of the work of coaching."

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Holly High School
- Holly Middle School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Coaching cycles	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(2/6): Essential Instructional Practices for Early Mathematics, PreK - Grade 3

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will help improve instructional practices: Educators engaging in ongoing professional learning to develop a deep understanding of these values and practices in a collaborative and supportive collegial environment will be able to, over time, fundamentally and positively change their students’ learning of mathematics, their relationship with mathematics, and their identity as young mathematicians. The Essential Instructional Practices for Early Mathematics, PreK - Grade 3 will be the tool used in the ongoing professional development over a three-year period.

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Grade level Impact days (PL and data)	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Professional learning aligned to essential practices	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				

(3/6): Essential Practices for Disciplinary Literacy Instruction in Secondary Classrooms

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: A collaboration between researchers at the University of Michigan and the Disciplinary Literacy Task Force, a subcommittee of the MAISA GELN, the Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom identify research-supported instructional practices that have been shown to increase student achievement and/or engagement with academic literacies.

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Holly High School
- Holly Middle School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Department level Impact days (PL and data)	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Holly High School • Holly Middle School 				
Professional learning aligned to disciplinary literacy	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET
Activity Buildings: <ul style="list-style-type: none"> • Holly High School • Holly Middle School 				

(4/6): Guaranteed and Viable Curriculum

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: A “guaranteed” curriculum is often defined as a mechanism through which all students have an equal opportunity (time and access) to learn rigorous content. This requires a school-wide (or district-wide) agreement and common understanding of the essential content that all students need to know, understand, and be able to do. The word “all” needs emphasis; a guaranteed curriculum promotes equity, giving all children equal opportunity to learn essential content, and to provide this opportunity, curricular materials and instructional approaches must be grounded in research, implemented with fidelity, and must include vertical as well as horizontal alignment. For a curriculum to be “viable,” there must be adequate time for teachers to teach the content and for students to learn the content. A viable curriculum eliminates the supplementary or “nice to know” content. Teachers must have the flexibility to meet student needs through different methods of content delivery, helping students dive deeper into their passions. At its essence, a GVC represents the core non-negotiables of student learning. It’s what schools and teachers commit to providing for all students.

Buildings

- Davisburg Elementary School
- Holly Elementary School
- Holly High School
- Holly Middle School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Update HAS Atlas Curriculum	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(5/6): Family Engagement Tied to Learning

Owner: Michelle Szczechowicz

Start Date: 05/08/2023

Due Date: 07/01/2026

Summary: "School improvement research demonstrates the importance of focusing family engagement around specific outcomes (Bryk et. al, 2010). Authentic family engagement activities are designed so families support and monitor their children’s education and behavioral goals through a partnership with schools and community-based agencies. High-quality family engagement is linked to learning outcomes (Mapp, & Kuttner, 2013). Family engagement is strongly linked to higher levels of academic achievement, increased attendance, more positive attitudes toward school, and higher graduation rates (Henderson, & Mapp, 2002). A meta-analysis of over 28 studies investigating the impact of family engagement has found a significant and large association between family engagement and the academic achievement of students from early childhood through secondary school (Jeynes, 2016). Family engagement activities that support high expectations for learners and helping learners make real-world connections are the strongest predictors of achievement (Jeynes, 2005). "

Buildings

- Holly Elementary School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Family engagement events tied to learning	Michelle Szczechowicz	05/08/2023	07/01/2026	ONTARGET

Activity Buildings: All Buildings in Implementation Plan

(6/6): 23g Tutoring

Owner: Jennifer Herbstreit

Start Date: 10/16/2023

Due Date: 07/01/2026

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

- Davisburg Elementary School
- Holly Elementary School
- Holly Middle School
- Patterson Elementary School
- Rose Pioneer Elementary School

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Teacher Professional Learning in Mathematics Instruction - 6 Days of professional learning, led by instructional coaches on mathematics instructional best practice	Jennifer Herbstreit	10/16/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Instructional Coaching: to work with teachers to implement small group instruction	Jennifer Herbstreit	10/16/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Assistant Superintendent of Curriculum and Instruction will supervise implementation	Jennifer Herbstreit	10/16/2023	06/14/2024	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Formative Assessment Training - Instructional Coaches to lead training for	Jennifer Herbstreit	10/16/2023	07/01/2026	ONTARGET

Activity	Owner	Start Date	Due Date	Status
teachers on formative assessment and feedback to guide instruction.				
<i>Activity Buildings:</i> All Buildings in Implementation Plan				
Mathematics resources - Text and supplemental resources to support small group and 1:1 instruction for struggling students.	Jennifer Herbstreit	10/16/2023	07/01/2026	ONTARGET
<i>Activity Buildings:</i> All Buildings in Implementation Plan				