



District Improvement Plan

Houghton Lake Community Schools

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Houghton Lake, MI 48629-9704

TABLE OF CONTENTS

| | |
|--|----|
| Introduction..... | 1 |
| Executive Summary | |
| Introduction..... | 3 |
| Description of the School System..... | 4 |
| System's Purpose..... | 5 |
| Notable Achievements and Areas of Improvement..... | 6 |
| Additional Information..... | 7 |
| Improvement Plan Stakeholder Involvement | |
| Introduction..... | 9 |
| Improvement Planning Process..... | 10 |
| District Additional Requirements Diagnostic | |
| Introduction..... | 12 |
| District Additional Requirements Diagnostic..... | 13 |
| 2015_16HLCS_DIP | |
| Overview..... | 17 |
| Goals Summary..... | 18 |
| Goal 1: All students in Houghton Lake Community Schools will improve proficiency in Mathematics..... | 19 |
| Goal 2: All students in Houghton Lake Community Schools will improve proficiency in Reading..... | 22 |
| Goal 3: All students in Houghton Lake Community Schools will improve proficiency in Writing..... | 26 |

| | |
|---|----|
| Goal 4: All students in Houghton Lake Community Schools will improve proficiency in Science..... | 30 |
| Goal 5: All students in Houghton Lake Community Schools will improve proficiency in Social Studies..... | 33 |
| Goal 6: All district stakeholders at Houghton Lake Community Schools will work to increase family engagement..... | 37 |
| Activity Summary by Funding Source..... | 40 |
| Activity Summary by School..... | 47 |

Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

Houghton Lake Community Schools is a rural district located in beautiful Roscommon County, Michigan. We serve 1,378 students in 5 LEAs, 53 % male and 47% female in grades Pre K through 12. Our students have a 94% average daily attendance rate. All students receive free and reduced lunch, with 74% identified as economically disadvantaged.

Our certified staff is comprised of 46 individuals with a Bachelors degree and 61 with Masters degrees. Currently, we have no teachers under emergency certification.

HLCS was awarded the Safe Schools/Healthy Students grant in 2014. We are anticipating an increase in services and support for our students as program implementation commences in the fall of 2015.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

Houghton Lake Community Schools is committed to our students becoming lifelong learners, experiencing a broad range of cultural experiences, participating in community service, and developing social and academic skills required for success in the 21st century.

Based up these beliefs, HLCS provides educational experience that directly relate to your beliefs, such as promoting the value of education, offering arts, technology, and culture experiences, and holding high behavior and academic standards. The culture of our district embodies this purpose.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

Over the past three years, HLCS has seen some improvement, but has also identified areas of concern:

Math: Student achievement has increase in the Middle and High School, but remains a concern for the elementary.

Reading: Decreases in reading performance in the lower grades is a concern, while CCSS implementation in upper grades has shown improvement.

Science: While the district has seen good increases in student performance across all grade level, we have considerable numbers of non-proficient students that are a concern.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

If you have any questions about the programs or opportunities available to students through the Houghton Lake Community Schools, please contact Brent D. Cryderman at 989 366 2031.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The District School Improvement process begins at the building level. Each building holds monthly meetings, where stakeholders look at building goals, data, strategies, and activities. In conjunction with building-level meetings, the DSI team also meets monthly, where stakeholders from the buildings report on their progress to a team of district representatives (administration, classroom teachers, parents, and community members). Meeting invitations are sent via email to all members of the LEA. The agenda of the meetings is set by the DSI Facilitator, in conjunction with the ISD (in order to meet appropriate requirements). Both building-level meetings and DSI meetings are held after school, so that stakeholders can attend. At the final meeting of the year, once all buildings have reported on their goals, a DIP draft is presented to stakeholders for final discussion and approval.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The District School Improvement process begins at the building level. Each building holds monthly meetings, where stakeholders look at building goals, data, strategies, and activities. In conjunction with building-level meetings, the DSI team also meets monthly, where stakeholders from the buildings report on their progress to a team of district representatives (administration, classroom teachers, parents, and community members). Meeting invitations are sent via email to all members of the LEA. The agenda of the meetings is set by the DSI Facilitator, in conjunction with the ISD (in order to meet appropriate requirements). Both building-level meetings and DSI meetings are held after school, so that stakeholders can attend. At the final meeting of the year, once all buildings have reported on their goals, a DIP draft is presented to stakeholders for final discussion and approval.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The District School Improvement process begins at the building level. Each building holds monthly meetings, where stakeholders look at building goals, data, strategies, and activities. In conjunction with building-level meetings, the DSI team also meets monthly, where stakeholders from the buildings report on their progress to a team of district representatives (administration, classroom teachers, parents, and community members). Meeting invitations are sent via email to all members of the LEA. The agenda of the meetings is set by the DSI Facilitator, in conjunction with the ISD (in order to meet appropriate requirements). Both building-level meetings and DSI meetings are held after school, so that stakeholders can attend. At the final meeting of the year, once all buildings have reported on their goals, a DIP draft is presented to stakeholders for final discussion and approval.

The DIP is presented to all staff as part of opening day professional development, as well as, each training and PLC throughout the school year, where it drives the learning process for staff.

District Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | The District School Improvement Team reviews the CIMS data. | Yes | Coordinating with the leadership from Special Education Director. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | CIMS data is used to prepare our District Improvement Plan. | No | Will review document with input from Special Education Director. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| | The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors). | Yes | Untangle and Barracuda Web 410 software | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|-------------------|------------|
| | The district has a process to monitor adult and student use of the internet. | Yes | Untangle software | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | The district has an Internet Safety Policy in place. | Yes | Acceptable Use Policy. District Technology Plan, p22 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. | Yes | District Technology Plan has been submitted to the ISD and the state. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools. | Yes | Udates to telecommunication and hardware support in process as part of the bond project. See RFP and engineer plans. | |

District Improvement Plan

Houghton Lake Community Schools

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section. | Yes | Performed by engineers during the planning stages of the bond project. See also, Strategic Planning documents on moving forward toward a more robust connected learning environment.. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section. | Yes | Interactive instructional technology has been installed. There is an expectation for integration of technology in the classroom. This is included in the Teacher Evaluation instrument. Trainings available on an ongoing basis at individual buildings. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| | The district adjusts its curriculum to include technology literacy for all students. | Yes | All eighth grade students are assessed for technology literacy. Computer assisted assessments (NWEA MAP, e.g.) and student response systems (clickers) are used in the classrooms at all levels. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section. | Yes | All buildings have tablet labs. HS classrooms have adopted flipping as a way to increase student ownership of the course content. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|-------------------------------|------------|
| | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes | Adopted policy, see attached. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section. | Yes | Per Board policy, the Superintendent of Schools is the primary contact. | |

District Improvement Plan

Houghton Lake Community Schools

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|----------------|-------------------|
| | The District has a District Board Policy that is related to Parent Involvement. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|--------------|---|-----------------|--|-------------------|
| | The District has additional information necessary to support your improvement plan. | Yes | On site Title Review compliance documentation. | |

2015_16HLCS_DIP

Overview

Plan Name

2015_16HLCS_DIP

Plan Description

DIP for 2015-2017 school years, as created by stakeholders

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 in Houghton Lake Community Schools will improve proficiency in Mathematics. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$247848 |
| 2 | All students in Houghton Lake Community Schools will improve proficiency in Reading. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$338128 |
| 3 | All students in Houghton Lake Community Schools will improve proficiency in Writing. | Objectives: 1 Strategies: 3 Activities: 10 | Academic | \$330974 |
| 4 | All students in Houghton Lake Community Schools will improve proficiency in Science. | Objectives: 1 Strategies: 3 Activities: 7 | Academic | \$35470 |
| 5 | All students in Houghton Lake Community Schools will improve proficiency in Social Studies. | Objectives: 1 Strategies: 3 Activities: 9 | Academic | \$22175 |
| 6 | All district stakeholders at Houghton Lake Community Schools will work to increase family engagement. | Objectives: 1 Strategies: 2 Activities: 5 | Organizational | \$15776 |

Goal 1: All students in Houghton Lake Community Schools will improve proficiency in Mathematics.

Measurable Objective 1:

A 6% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 at Houghton Lake Community Schools in Mathematics by 06/30/2017 as measured by state and local assessments.

Strategy 1:

Professional Development - Students will improve their math proficiency as teachers learn the necessary skills in teaching Common Core State Standards.

Category:

Tier: Tier 1

| Activity - Trainings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive professional development in instructional best practices and delivery of math standards, through MACUL, COOR ISD and Eureka Math trainings. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$31388 | Title II Part A | Superintendent and Building Principals |

| Activity - PLC Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Houghton Lake Community Schools

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|--|-----------------------|--------|-----------|------------|------------|--------|-----------------|--|
| Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants (building-wide numeracy audit). | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Title II Part A | Superintendent and Building Principals |
| Schools: All Schools | | | | | | | | |

| Activity - Instructional Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach numeracy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Title II Part A | Superintendent and Building Principals |
| Schools: Collins Elementary School, Houghton Lake Middle School | | | | | | | | |

Strategy 2:

Tier I Teaching - Teachers will work to vertically implement a K-12 math curriculum.

Category:

Tier: Tier 1

| Activity - Curriculum Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will work to develop curriculum maps, using Eureka Math units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | General Fund | Superintendent, Building Principals, and Classroom Teachers |
| Schools: All Schools | | | | | | | | |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. Schools: All Schools | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Title II Part A | Superintendent and Building Principals |

| Activity - Supplemental Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will have the necessary classroom resources to learn and demonstrate proficiency in math, including curriculum units (Eureka Math workbooks/handouts), supplemental materials (FrontRow), technology, and numeracy resources (math manipulatives and technology apps). Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$9193 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

Strategy 3:

Tier II/III Support - Struggling students will receive additional support where gaps in learning exist within math, in order to have all students at grade level.

Category:

Tier: Tier 2

| Activity - Extended Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school day to address gaps in math. Program will run for three to four days, after school, throughout the school year. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school year to address gaps in math. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental numeracy resources and small group instruction, to ensure student success in math. Schools: All Schools | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Title I Part A | Superintendent, Building Principals, and Interventionists |

Goal 2: All students in Houghton Lake Community Schools will improve proficiency in Reading.**Measurable Objective 1:**

A 3% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 at Houghton Lake Community Schools in Reading by 06/30/2017 as measured by state and local assessments.

Strategy 1:

SY 2014-2015

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District Improvement Plan

Houghton Lake Community Schools

Professional Development - Students will improve their reading proficiency as teachers learn the necessary skills in teaching Common Core State Standards.

Category:

Tier: Tier 1

| Activity - Trainings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive professional development in instructional best practices and delivery of reading standards, through COOR ISD, Kindergarten Reading Association, MACUL, and MiELA trainings. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25711 | Title II Part A | Superintendent and Building Principals |

| Activity - PLC Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants (building-wide literacy audit). Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Title II Part A | Superintendent and Building Principals |

| Activity - Instructional Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach literacy skills based on CCSS and instructional best practices. Schools: Collins Elementary School, Houghton Lake Middle School | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Title II Part A | Superintendent and Building Principals |

District Improvement Plan

Houghton Lake Community Schools

Strategy 2:

Tier 1 Teaching - Teachers will work to vertically implement a K-12 reading curriculum.

Category:

Tier: Tier 1

| Activity - Curriculum Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will work to develop curriculum maps, using MiELA units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. Schools: All Schools | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | General Fund | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. Schools: All Schools | Walkthrough | Tier 1 | | 07/01/2015 | 06/30/2017 | \$2005 | Title II Part A | Superintendent and Building Principals |

| Activity - Supplemental Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Houghton Lake Community Schools

| | | | | | | | | |
|--|------------------------|--------|-----------|------------|------------|--------|----------------|---|
| Students will have the necessary classroom resources to learn and demonstrate proficiency in reading, including curriculum units (Daily Café, MiELA and Saxon Phonics), supplemental materials (Leveled Literacy Kits and summer school book club books), technology (IXL, LexiLab, and ScootPad), and literacy resources (guided reading books and mentor texts). Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$5150 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |
|--|------------------------|--------|-----------|------------|------------|--------|----------------|---|

| Activity - Smaller Class Sizes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Students will have classroom learning environments that foster success in reading, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. Schools: Collins Elementary School, Houghton Lake Middle School | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | General Fund | Superintendent and Building Principals |

Strategy 3:

Tier II/III Support - Struggling students will receive additional support where gaps in learning exist within reading, in order to have all students reading at grade level.

Category:

Tier: Tier 2

| Activity - Extended Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school day to address gaps in reading. Program will run for three to four days, after school, throughout the school year. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school year to address gaps in reading. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental literacy resources and small group instruction, to ensure student success in reading. Schools: All Schools | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Title I Part A | Superintendent, Building Principals, and Interventionists |

Goal 3: All students in Houghton Lake Community Schools will improve proficiency in Writing.**Measurable Objective 1:**

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 at Houghton Lake Community Schools in Writing by 06/30/2017 as measured by state and local assessments.

Strategy 1:

SY 2014-2015

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District Improvement Plan

Houghton Lake Community Schools

Professional Development - Students will improve their writing proficiency as teachers learn the necessary skills in teaching Common Core State Standards.

Category:

Tier: Tier 1

| Activity - Trainings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive professional development in instructional best practices and delivery of writing standards, through COORISD, AllWrite, and MiELA trainings. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$22307 | Title II Part A | Superintendent and Building Principals |

| Activity - PLC Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. Schools: All Schools | Professional Learning | Tier 1 | | 07/01/2015 | 06/30/2017 | \$1378 | Title II Part A | Superintendent and Building Principals |

| Activity - Instructional Specialist | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach writing skills based on CCSS and instructional best practices. Schools: Collins Elementary School, Houghton Lake Middle School | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Title II Part A | Superintendent and Building Principals |

District Improvement Plan

Houghton Lake Community Schools

Strategy 2:

Tier I Teaching - Teachers will work to vertically implement a K-12 writing curriculum.

Category:

Tier: Tier 1

| Activity - Curriculum Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will work to develop curriculum maps, using MiELA units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. Schools: All Schools | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | General Fund | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. Schools: All Schools | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Title II Part A | Superintendent and Building Principals |

| Activity - Supplemental Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will have the necessary classroom resources to learn and demonstrate proficiency in writing, including curriculum units (MiELA), supplemental materials, technology, and literacy resources (mentor texts). Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1400 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Smaller Class Sizes | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Students will have classroom learning environments that foster success in writing, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. Schools: Collins Elementary School, Houghton Lake Middle School | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | General Fund | Superintendent and Building Principals |

Strategy 3:

Tier II/III Support - Struggling students will receive additional support where gaps in learning exist within writing, in order to have all students writing at grade level.

Category:

Tier: Tier 2

| Activity - Extended Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school day to address gaps in writing. Program will run for three to four days, after school, throughout the school year. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Houghton Lake Community Schools

| | | | | | | | | |
|---|--------------------------|--------|-----------|------------|------------|--------|----------------|---|
| Students will be provided additional academic support outside of the school year to address gaps in writing. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |
|---|--------------------------|--------|-----------|------------|------------|--------|----------------|---|

| Activity - Intervention | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|---|
| Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental literacy resources and small group instruction, to ensure student success in reading. Schools: All Schools | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Title I Part A | Superintendent, Building Principals, and Interventionists |

Goal 4: All students in Houghton Lake Community Schools will improve proficiency in Science.**Measurable Objective 1:**

A 8% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 at Houghton Lake Community Schools in Science by 06/30/2017 as measured by state and local assessments.

Strategy 1:

Professional Development - Students will improve their science proficiency as teachers learn the necessary skills in teaching the new state science standards (NextGen).

Category:

Tier: Tier 1

District Improvement Plan

Houghton Lake Community Schools

| Activity - Trainings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive professional development in instructional best practices and delivery of science standards, through MACUL, COOR ISD and MDE trainings. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$23358 | Title II Part A | Superintendent and Building Principals |

| Activity - PLC Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Title II Part A | Superintendent and Building Principals |

Strategy 2:

Tier I Teaching - Teachers will work to vertically develop a K-12 science curriculum.

Category:

Tier: Tier 1

| Activity - Curriculum Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will work to develop curriculum maps to guide classroom instruction and to share with district stakeholders, via school website. Schools: All Schools | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | General Fund | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. Schools: All Schools | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Title II Part A | Superintendent and Building Principals |

| Activity - Supplemental Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will have the necessary classroom resources to learn and demonstrate proficiency in science, including curriculum units (Battle Creek), supplemental materials (newsELA), and literacy resources (non-fiction reading books). Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$4170 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Technology Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will have the necessary technology resources (digital textbooks, probes for science labs, Chromebooks, and learning management system site licenses) to learn and demonstrate proficiency in science. Schools: All Schools | Technology | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$550 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

Strategy 3:

District Improvement Plan

Houghton Lake Community Schools

Tier II/III Support - Struggling students will receive additional support where gaps in learning exist within science, specifically with inquiry skills.

Category:

Tier: Tier 2

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school year to address gaps in science. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

Goal 5: All students in Houghton Lake Community Schools will improve proficiency in Social Studies.

Measurable Objective 1:

A 7% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, 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 at Houghton Lake Community Schools in Social Studies by 06/30/2017 as measured by state and local assessments.

Strategy 1:

Professional Development - Students will improve their social studies proficiency as teachers learn the necessary skills in teaching the new state social studies standards (MC3).

Category:

Tier: Tier 1

District Improvement Plan

Houghton Lake Community Schools

| Activity - Trainings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will receive professional development in instructional best practices and delivery of social studies standards, through MACUL, COOR ISD and MDE trainings. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$6258 | Title II Part A | Superintendent and Building Principals |

| Activity - PLC Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. Schools: All Schools | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Title II Part A | Superintendent and Building Principals |

Strategy 2:

Tier I Teaching - Teachers will work to vertically implement a K-12 social studies curriculum.

Category:

Tier: Tier 1

| Activity - Curriculum Maps | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will work to develop curriculum maps, using the Oakland Units as a base, to guide classroom instruction and to share with district stakeholders, via school website. Schools: All Schools | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | General Fund | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. Schools: All Schools | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Title II Part A | Superintendent and Building Principals |

| Activity - Common Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will develop common assessments of students learning based upon the new social studies standards and the Oakland Units curriculum. Schools: All Schools | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | General Fund | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Reading Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will have the necessary classroom resources to learn and demonstrate proficiency in social studies, specifically through the development of non-fiction reading resources (digital textbooks, trade books, mentor texts, and guided reading library books) based upon social studies standards. Schools: All Schools | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2975 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Technology Resources | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will have the necessary technology resources (digital textbooks, Chromebooks, and learning management system site licenses) to learn and demonstrate proficiency in social studies. Schools: All Schools | Technology | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$550 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

Strategy 3:

Tier II/III Support - Struggling students will receive additional support where gaps in learning exist within social studies, specifically with literacy skills.

Category:

Tier: Tier 2

| Activity - Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will be provided additional academic support outside of the school year to address gaps in social studies. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. Schools: All Schools | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Title I Part A | Superintendent, Building Principals, and Classroom Teachers |

| Activity - Supplemental Programs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|------------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Students will receive supplemental instruction in social studies (Acting Up program, enrichment experiences, and in-school presentations) in order to increase proficiency. Schools: All Schools | Extra Curricular, Field Trip | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$5000 | General Fund | Superintendent, Building Principals, and Classroom Teachers |

Goal 6: All district stakeholders at Houghton Lake Community Schools will work to increase family engagement.

Measurable Objective 1:

collaborate to increase family engagement at HLCS by 5% by 06/30/2017 as measured by local data.

Strategy 1:

Extension of Learning - Families will receive the tools necessary to extend learning from the classroom into the home environment.

Category:

Tier: Tier 1

| Activity - Learning Nights | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Families will be invited into the buildings to participate in cooperative learning nights with their child in various academic subjects (ELA, math, science, social studies, college preparation/financial aid, Spanish, physical education, and art). Schools: All Schools | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$8000 | Title I Part A | Superintendent, Building Principals, Classroom Teachers, and Parent Liaisons |

| Activity - Lending Libraries | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

District Improvement Plan

Houghton Lake Community Schools

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|---|-----------------------|--------|-----------|------------|------------|--------|----------------|--|
| Families will be encouraged to improve childhood literacy and numeracy skills with lending libraries, which will create easy access to books, resources, and materials for parent check out. Schools: Collins Elementary School, Houghton Lake Middle School | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2000 | Title I Part A | Superintendent, Building Principals, and Parent Liaisons |
|---|-----------------------|--------|-----------|------------|------------|--------|----------------|--|

| Activity - Parent/Family Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------|------------|------------|-------------------|-------------------|--|
| Buildings will utilize the Parent/Family Liaison position to foster developing relationships between schools and families to increase communication and collaboration. Schools: Collins Elementary School, Houghton Lake Middle School | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$4276 | Title I Part A | Superintendent, Building Principals, and Parent Liaisons |

Strategy 2:

Volunteerism - Families will be welcomed into the district and given multiple opportunities to assist in their child's education.

Category:

Tier: Tier 1

| Activity - Data Base | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| Recruitment of volunteers will be made easier and more efficient with the creation of a volunteer data base that can easily match parents and families up with opportunities that exist within each building. Schools: All Schools | Parent Involvement | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$500 | Title I Part A | Superintendent, Building Principals, and Parent Liaisons |

District Improvement Plan

Houghton Lake Community Schools

| Activity - Communication | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| In order to increase volunteerism within the district, we will need to increase the effectiveness of our communication, though web resources, telephone communication, exit slips, communication folders, and advertisements. Schools: All Schools | Parent Involvement | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1000 | Title I Part A | Superintendent, Building Principals, and Parent Liaisons |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|----------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Technology Resources | Students will have the necessary technology resources (digital textbooks, Chromebooks, and learning management system site licenses) to learn and demonstrate proficiency in social studies. | Technology | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$550 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in reading. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in math. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Intervention | Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental literacy resources and small group instruction, to ensure student success in reading. | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Superintendent, Building Principals, and Interventionists |
| Lending Libraries | Families will be encouraged to improve childhood literacy and numeracy skills with lending libraries, which will create easy access to books, resources, and materials for parent check out. | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2000 | Superintendent, Building Principals, and Parent Liaisons |

District Improvement Plan

Houghton Lake Community Schools

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|------------------------|--|--------------------------|--------|-----------|------------|------------|---------|---|
| Communication | In order to increase volunteerism within the district, we will need to increase the effectiveness of our communication, through web resources, telephone communication, exit slips, communication folders, and advertisements. | Parent Involvement | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1000 | Superintendent, Building Principals, and Parent Liaisons |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in science, including curriculum units (Battle Creek), supplemental materials (newsELA), and literacy resources (non-fiction reading books). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$4170 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in science. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in reading, including curriculum units (Daily Café, MiELA and Saxon Phonics), supplemental materials (Leveled Literacy Kits and summer school book club books), technology (IXL, LexiLab, and ScootPad), and literacy resources (guided reading books and mentor texts). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$5150 | Superintendent, Building Principals, and Classroom Teachers |
| Extended Day | Students will be provided additional academic support outside of the school day to address gaps in math. Program will run for three to four days, after school, throughout the school year. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Superintendent, Building Principals, and Classroom Teachers |
| Reading Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in social studies, specifically through the development of non-fiction reading resources (digital textbooks, trade books, mentor texts, and guided reading library books) based upon social studies standards. | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2975 | Superintendent, Building Principals, and Classroom Teachers |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in writing, including curriculum units (MiELA), supplemental materials, technology, and literacy resources (mentor texts). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1400 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

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|------------------------|---|--------------------------|--------|-----------|------------|------------|----------|---|
| Extended Day | Students will be provided additional academic support outside of the school day to address gaps in writing. Program will run for three to four days, after school, throughout the school year. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Superintendent, Building Principals, and Classroom Teachers |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in math, including curriculum units (Eureka Math workbooks/handouts), supplemental materials (FrontRow), technology, and numeracy resources (math manipulatives and technology apps). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$9193 | Superintendent, Building Principals, and Classroom Teachers |
| Intervention | Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental literacy resources and small group instruction, to ensure student success in reading. | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Superintendent, Building Principals, and Interventionists |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in writing. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Intervention | Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental numeracy resources and small group instruction, to ensure student success in math. | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Superintendent, Building Principals, and Interventionists |
| Extended Day | Students will be provided additional academic support outside of the school day to address gaps in reading. Program will run for three to four days, after school, throughout the school year. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Superintendent, Building Principals, and Classroom Teachers |
| Parent/Family Liaison | Buildings will utilize the Parent/Family Liaison position to foster developing relationships between schools and families to increase communication and collaboration. | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$4276 | Superintendent, Building Principals, and Parent Liaisons |

District Improvement Plan

Houghton Lake Community Schools

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|----------------------|--|--------------------------|--------|---------------|------------|------------|--------|--|
| Data Base | Recruitment of volunteers will be made easier and more efficient with the creation of a volunteer data base that can easily match parents and families up with opportunities that exist within each building. | Parent Involvement | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$500 | Superintendent, Building Principals, and Parent Liaisons |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in social studies. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Learning Nights | Families will be invited into the buildings to participate in cooperative learning nights with their child in various academic subjects (ELA, math, science, social studies, college preparation/financial aid, Spanish, physical education, and art). | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$8000 | Superintendent, Building Principals, Classroom Teachers, and Parent Liaisons |
| Technology Resources | Students will have the necessary technology resources (digital textbooks, probes for science labs, Chromebooks, and learning management system site licenses) to learn and demonstrate proficiency in science. | Technology | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$550 | Superintendent, Building Principals, and Classroom Teachers |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-----------------------|---|------------------------------|--------|---------------|------------|------------|-------------------|---|
| Supplemental Programs | Students will receive supplemental instruction in social studies (Acting Up program, enrichment experiences, and in-school presentations) in order to increase proficiency. | Extra Curricular, Field Trip | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$5000 | Superintendent, Building Principals, and Classroom Teachers |
| Smaller Class Sizes | Students will have classroom learning environments that foster success in reading, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | Superintendent and Building Principals |

District Improvement Plan

Houghton Lake Community Schools

| | | | | | | | | |
|---------------------|---|------------------------|--------|---------------|------------|------------|----------|---|
| Smaller Class Sizes | Students will have classroom learning environments that foster success in writing, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | Superintendent and Building Principals |
| Curriculum Maps | Teachers will work to develop curriculum maps, using MiELA units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Common Assessments | Teachers will develop common assessments of students learning based upon the new social studies standards and the Oakland Units curriculum. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Curriculum Maps | Teachers will work to develop curriculum maps, using Eureka Math units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Curriculum Maps | Teachers will work to develop curriculum maps, using MiELA units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Curriculum Maps | Teachers will work to develop curriculum maps to guide classroom instruction and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Curriculum Maps | Teachers will work to develop curriculum maps, using the Oakland Units as a base, to guide classroom instruction and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|--|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Trainings | Teachers will receive professional development in instructional best practices and delivery of reading standards, through COOR ISD, Kindergarten Reading Association, MACUL, and MiELA trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25711 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. | Professional Learning | Tier 1 | | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of science standards, through MACUL, COOR ISD and MDE trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$23358 | Superintendent and Building Principals |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants (building-wide numeracy audit). | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of writing standards, through COOR ISD, AllWrite, and MiELA trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$22307 | Superintendent and Building Principals |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of math standards, through MACUL, COOR ISD and Eureka Math trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$31388 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |

District Improvement Plan

Houghton Lake Community Schools

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|--------------------------|--|-----------------------|--------|-----------|------------|------------|---------|--|
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants (building-wide literacy audit). | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach numeracy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach writing skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach literacy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of social studies standards, through MACUL, COOR ISD and MDE trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$6258 | Superintendent and Building Principals |

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------|---|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Trainings | Teachers will receive professional development in instructional best practices and delivery of math standards, through MACUL, COOR ISD and Eureka Math trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$31388 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants (building-wide numeracy audit). | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Curriculum Maps | Teachers will work to develop curriculum maps, using Eureka Math units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in math, including curriculum units (Eureka Math workbooks/handouts), supplemental materials (FrontRow), technology, and numeracy resources (math manipulatives and technology apps). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$9193 | Superintendent, Building Principals, and Classroom Teachers |
| Extended Day | Students will be provided additional academic support outside of the school day to address gaps in math. Program will run for three to four days, after school, throughout the school year. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

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|------------------------|--|--------------------------|--------|-----------|------------|------------|----------|---|
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in math. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Intervention | Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental numeracy resources and small group instruction, to ensure student success in math. | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Superintendent, Building Principals, and Interventionists |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of reading standards, through COOR ISD, Kindergarten Reading Association, MACUL, and MiELA trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25711 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants (building-wide literacy audit). | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Curriculum Maps | Teachers will work to develop curriculum maps, using MiELA units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in reading, including curriculum units (Daily Café, MiELA and Saxon Phonics), supplemental materials (Leveled Literacy Kits and summer school book club books), technology (IXL, LexiLab, and ScootPad), and literacy resources (guided reading books and mentor texts). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$5150 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

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|------------------------|--|--------------------------|--------|-----------|------------|------------|----------|---|
| Extended Day | Students will be provided additional academic support outside of the school day to address gaps in reading. Program will run for three to four days, after school, throughout the school year. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in reading. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Intervention | Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental literacy resources and small group instruction, to ensure student success in reading. | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Superintendent, Building Principals, and Interventionists |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of writing standards, through COOR ISD, AllWrite, and MiELA trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$22307 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. | Professional Learning | Tier 1 | | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Curriculum Maps | Teachers will work to develop curriculum maps, using MiELA units as a base, to fill the gaps in the curriculum, guide classroom instruction, and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in writing, including curriculum units (MiELA), supplemental materials, technology, and literacy resources (mentor texts). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1400 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

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|------------------------|--|--------------------------|--------|-----------|------------|------------|----------|---|
| Extended Day | Students will be provided additional academic support outside of the school day to address gaps in writing. Program will run for three to four days, after school, throughout the school year. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$11120 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in writing. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Intervention | Struggling students' needs will be addressed with instructional best practices and individual interventions performed by an Academic Interventionist, using supplemental literacy resources and small group instruction, to ensure student success in reading. | Direct Instruction | Tier 2 | Monitor | 07/01/2015 | 06/30/2017 | \$163627 | Superintendent, Building Principals, and Interventionists |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of science standards, through MACUL, COOR ISD and MDE trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$23358 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Curriculum Maps | Teachers will work to develop curriculum maps to guide classroom instruction and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing "snap-shots" with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Supplemental Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in science, including curriculum units (Battle Creek), supplemental materials (newsELA), and literacy resources (non-fiction reading books). | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$4170 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

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|----------------------|--|--------------------------|--------|-----------|------------|------------|--------|---|
| Technology Resources | Students will have the necessary technology resources (digital textbooks, probes for science labs, Chromebooks, and learning management system site licenses) to learn and demonstrate proficiency in science. | Technology | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$550 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in science. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Trainings | Teachers will receive professional development in instructional best practices and delivery of social studies standards, through MACUL, COOR ISD and MDE trainings. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$6258 | Superintendent and Building Principals |
| PLC Time | Teachers will use Wednesday Professional Learning Community time to receive professional development, both in-house (department/grade-level time, book studies, video learning) and through contracted consultants. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1378 | Superintendent and Building Principals |
| Curriculum Maps | Teachers will work to develop curriculum maps, using the Oakland Units as a base, to guide classroom instruction and to share with district stakeholders, via school website. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Monitoring | Administrators will monitor the implementation of instruction to ensure that it is aligned with curriculum maps. This will be done through Planbook, pacing “snap-shots” with lead teachers, and principal Walk Throughs. | Walkthrough | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2005 | Superintendent and Building Principals |
| Common Assessments | Teachers will develop common assessments of students learning based upon the new social studies standards and the Oakland Units curriculum. | Curriculum Development | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$0 | Superintendent, Building Principals, and Classroom Teachers |
| Reading Resources | Students will have the necessary classroom resources to learn and demonstrate proficiency in social studies, specifically through the development of non-fiction reading resources (digital textbooks, trade books, mentor texts, and guided reading library books) based upon social studies standards. | Supplemental Materials | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$2975 | Superintendent, Building Principals, and Classroom Teachers |

District Improvement Plan

Houghton Lake Community Schools

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|-----------------------|--|------------------------------|--------|---------------|------------|------------|--------|--|
| Technology Resources | Students will have the necessary technology resources (digital textbooks, Chromebooks, and learning management system site licenses) to learn and demonstrate proficiency in social studies. | Technology | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$550 | Superintendent, Building Principals, and Classroom Teachers |
| Summer School | Students will be provided additional academic support outside of the school year to address gaps in social studies. Program will run for three weeks in August and include differentiated instruction with hands-on experiences. | Academic Support Program | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$4009 | Superintendent, Building Principals, and Classroom Teachers |
| Supplemental Programs | Students will receive supplemental instruction in social studies (Acting Up program, enrichment experiences, and in-school presentations) in order to increase proficiency. | Extra Curricular, Field Trip | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$5000 | Superintendent, Building Principals, and Classroom Teachers |
| Learning Nights | Families will be invited into the buildings to participate in cooperative learning nights with their child in various academic subjects (ELA, math, science, social studies, college preparation/financial aid, Spanish, physical education, and art). | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$8000 | Superintendent, Building Principals, Classroom Teachers, and Parent Liaisons |
| Data Base | Recruitment of volunteers will be made easier and more efficient with the creation of a volunteer data base that can easily match parents and families up with opportunities that exist within each building. | Parent Involvement | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$500 | Superintendent, Building Principals, and Parent Liaisons |
| Communication | In order to increase volunteerism within the district, we will need to increase the effectiveness of our communication, though web resources, telephone communication, exit slips, communication folders, and advertisements. | Parent Involvement | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$1000 | Superintendent, Building Principals, and Parent Liaisons |

Houghton Lake Middle School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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District Improvement Plan

Houghton Lake Community Schools

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|--------------------------|---|-----------------------|--------|---------------|------------|------------|----------|--|
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach numeracy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach literacy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Smaller Class Sizes | Students will have classroom learning environments that foster success in reading, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach writing skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Smaller Class Sizes | Students will have classroom learning environments that foster success in writing, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | Superintendent and Building Principals |
| Lending Libraries | Families will be encouraged to improve childhood literacy and numeracy skills with lending libraries, which will create easy access to books, resources, and materials for parent check out. | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2000 | Superintendent, Building Principals, and Parent Liaisons |
| Parent/Family Liaison | Buildings will utilize the Parent/Family Liaison position to foster developing relationships between schools and families to increase communication and collaboration. | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$4276 | Superintendent, Building Principals, and Parent Liaisons |

Collins Elementary School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|-----------------------|--------|-----------|------------|------------|-------------------|--|
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach numeracy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach literacy skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |

District Improvement Plan

Houghton Lake Community Schools

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|--------------------------|---|-----------------------|--------|---------------|------------|------------|----------|--|
| Smaller Class Sizes | Students will have classroom learning environments that foster success in reading, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | Superintendent and Building Principals |
| Instructional Specialist | Through an Elementary Instructional Specialist, teachers will work collaboratively to develop and teach writing skills based on CCSS and instructional best practices. | Professional Learning | Tier 1 | Implement | 07/01/2015 | 06/30/2017 | \$25128 | Superintendent and Building Principals |
| Smaller Class Sizes | Students will have classroom learning environments that foster success in writing, such as, smaller class sizes in elementary level and extended ELA time in middle-level grades, where possible. | Direct Instruction | Tier 1 | Getting Ready | 07/01/2015 | 06/30/2017 | \$100000 | Superintendent and Building Principals |
| Lending Libraries | Families will be encouraged to improve childhood literacy and numeracy skills with lending libraries, which will create easy access to books, resources, and materials for parent check out. | Professional Learning | Tier 2 | Implement | 07/01/2015 | 06/30/2017 | \$2000 | Superintendent, Building Principals, and Parent Liaisons |
| Parent/Family Liaison | Buildings will utilize the Parent/Family Liaison position to foster developing relationships between schools and families to increase communication and collaboration. | Parent Involvement | Tier 1 | Monitor | 07/01/2015 | 06/30/2017 | \$4276 | Superintendent, Building Principals, and Parent Liaisons |