



School Improvement Plan

Pellston Elementary School

Pellston Public Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

Description of the School

Describe the school'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 serves?

Pellston Public Schools is located on the western side of northern Michigan's lower peninsula. Pellston School District is identified as a rural district covering approximately 245.3 square miles. Pellston Public Schools is the largest square mile school district located within Charlevoix Emmet Intermediate School District. The district census poverty rate has consistently and dramatically increased over the previous three years. District free and reduced priced lunch count has also fluctuated over the past three years with last year's count at the elementary level being near 70%. Pellston Elementary School has experienced an ongoing decline in enrollment over the past several years. At its largest Pellston Schools provided education for approximately 750 students. Since this peak in the 1990s the district has slowly declined in its student population. The fall count for 2015 was near 500 students, K-12. Parental involvement is generally quite good at the elementary level. Parent-teacher conference attendance was over 90% for the last three school years (2013-2014, 2014-2015 and 2015-2016).

School's Purpose

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

Pellston Public School District Mission Statement

The mission of the Pellston Public Schools is to aid in the healthy development of each child's mind and body. This priority transcends educational programs, important as they are. Education can be neither insulated nor isolated from the world around us; it must be part of that world. Our challenge in the Pellston Public Schools system is to foster an environment in the best tradition of educational excellence.

Pride in our educational system comes from a feeling of community ownership. It is evidenced by community support that a quality education is a lifelong process. In instilling this concept in our youth, it is recognized that each student must be educated to his/her full potential, while nurturing the advancement of life-long survival skills. The educational process will include emphasis on values, self-respect, positive attitudes, and high self-esteem in preparation for a successful life in the competitive world.

In an effort to enhance productivity and responsibility among our students, a supportive team concept, which maximizes the talents and resources of the community, will be utilized to its full extent.

Vision Statement

In our vision, at Pellston Elementary School, the learning environment is one in which all learners, children and adults, grow and succeed. We value and accommodate diversity of cultures, learning styles, learning rates, types of intelligence, and ways of understanding. Our vision includes standards based, inclusive and challenging curriculum that will inspire students to reach their individual potential.

In our vision, teaching practices are both reflective of and responsive to the needs of our students. Through staff development and collaboration, our professional team of educators utilizes research-based approaches, strategies, and programs for learning along with site-based expertise to best serve the needs of students. Learners' progress is evaluated through ongoing formative assessment and there is clear evidence of movement toward mastery of content standards.

In our vision, families are recognized as necessary partners in the process of learning. We see parents and our community family as being involved at school in a variety of ways from volunteering in the classroom to membership in school-based organizations. Parent input is valued in decision-making and at the advisory level. A strong partnership with parents and community will be carefully nurtured through communication thus enhancing positive student growth in a healthy and safe school environment.

Pellston Public Schools Belief Statements

We believe...

- * Engaging students in their own learning increases student achievement.
- * A child has a right to feel safe, supported and valued.
- * An effective teacher is patient, enthusiastic, knowledgeable, innovative and culturally aware.
- * A variety of resources and parental and community involvement enables us to better educate each child.
- * Assessment should be ongoing and administered in a variety of ways.
- * That all students can learn best when perceived as valued individuals with unique physical, social, emotional and needs.

School Improvement Plan

Pellston Elementary School

- * Student learning should be our first priority.
- * Students learn in different ways and must be provided with a variety of instructional practices that support learning.
- * Students need to demonstrate knowledge and skills as well as be actively involved in developing problem solving and producing quality work.
- * A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- * Physically fit and active children are better prepared and are more successful students.
- * Students need to engage in ever-changing technology as they prepare for a global society.
- * Finally, we believe the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners who make positive contributions to society.

Notable Achievements and Areas of Improvement

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

Pellston Elementary School has achieved many accomplishments over the past three years.

1. Approximately five years ago Pellston Elementary began to utilize Great Start Readiness Program (GSRP) funds to service preschool age children in the elementary building. As the first year of the program came to a close the community reached out to the school to encourage possible serving additional students by opening up a second preschool classroom. We now house two high quality preschool classrooms, servicing our most at-risk students with GSRP and other funding sources. In the 2013-2014 school year we were awarded an Early Learning Enhancement Grant to service the needs of our preschool students and families in a year around capacity. This two-year grant enhanced our preschool capacities for the 2013-2014 and the 2014-2015 school years.

2. Pellston Elementary has high quality, Common Core aligned, core programs in both reading and mathematics. During the 2016-2017 school year, we are piloting the more rigorous Engage NY math program as our primary math curriculum in grades K-8. We are continuing to increase the level of rigor and depth of knowledge in both our math and reading programs. . In addition to providing curriculum that is aligned with the Common Core State Standards, the elementary also utilizes Title I School-wide funds to provide daily intervention for students in need of additional support in reading and mathematics. Our intervention blocks are 30 minutes in length, occur at every grade level and are embedded in the daily schedule, five days per week.

3. Three year trends of historical MEAP data indicate increases in student achievement in both reading and mathematics at the elementary level. Both cohort group data and grade level data are improving. Pellston Elementary School has been identified by the Michigan Department of Education as a Reward School for both the 2012-2013 and the 2013-2014 school years. While we are excited to have achieved Reward School status for two consecutive years, we are focused on continuous improvement.

We believe we are continuing to see an increase in student achievement because of at least three primary factors: 1) Our commitment to improving student engagement for all students; 2) Implementation and continuous evaluation of a multi-tiered system of support and 3) Ongoing monitoring, aligning, and evaluating our curricular and instructional practices.

While scores in reading and mathematics continue to improve, our writing scores have been somewhat stagnant over the past two years. We are addressing this concern, by training our elementary staff in the MAISA Writing Units and supporting the implementation of the units through on-going professional development provided by the district and by the local Intermediate School District (ISD). We believe that by focusing on improving student engagement and strengthening our multi-tiered system of support throughout the elementary school and district, we will improve student achievement in all subject areas and improve the learning environment for all students.

Additional Information

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

Pellston Elementary School was identified as a Reward School for the 2012-2013 and 2013-2014 school years. It is in the top 5% of all Michigan schools on the Top to Bottom Ranking and is beating the odds in the tested subjects. While we are excited to have reached this significant milestone two years in a row, we are focused on continuous improvement.

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.

Pellston Elementary School strongly supports the School Improvement Process. It is also our belief that the building School Improvement Plan is a living, breathing document whose purpose is to address student achievement needs. We believe that school improvement is a continuous process with our ultimate goal of closing the achievement gap. We are continually raising the quality of educational programs and working to create a rigorous and relevant curriculum for all students. We believe in a school-wide effort that identifies instructional priorities as a key to ongoing student achievement success.

Pellston Elementary School's Improvement Planning Process:

Stakeholders analyze student achievement and other forms of data during: required staff meeting time, tri-annual data team review dates, District School Improvement teams (composed of parents, staff, administrators and School Board members), and at monthly student success meetings. State assessment data results, as well as identified state targets for the building, play a key role in determining our building strengths and identified areas of weaknesses. Reflective questions such as: Did we meet the state accountability targets for math, reading, writing, science and social studies? At what proficiency levels are our students performing? Are their disparities among subgroups? What questions do the data raise for us? Outcomes of the data review provide answers to curricula strengths, weaknesses, opportunities for progress and gaps in identified standards.

We have clarified areas of curricular and instructional strengths and weaknesses through peer (individual and group) instructional rounds, administrative observations, and teacher self reflections. Building and district leadership teams have been identified by their building peers. As a building team we are reflective in asking ourselves what contributing factors or root causes are impeding our desired student achievement results. Observational process data indicated a lack of student engagement within classrooms. Patterns in the observational protocol provided a picture of teaching and learning throughout the school. Performance data indicates the need to continue to provide a multi-tiered level of support to students within the building. This information has helped our building to identify our school improvement goals.

Based on the identified goals, leadership teams and staff selected to implement a few powerful research based improvement strategies and activities, which will be assessed annually in terms of student learning gains. These strategies and their full implementation will be part of the building and district school improvement plan during the course of the next 3-5 years:

1. Implementation of successful student engagement and effective feedback practices that result in improved student achievement for all students
2. Multi-tiered level of support, with a specific focus on improving all tiers of instructional practices.
3. Focus on providing students with the supports necessary to increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting.

The building leadership team as well as individual building staff members will monitor the implementation of the plan, and recommend revising it when appropriate.

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

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

School Improvement Plan

Pellston Elementary School

Teacher evaluation occurs annually. Pellston Schools and all schools within the Char-Em ISD are utilizing the 5 Dimensions of Teaching and Learning Framework as an observation/evaluation tool. One piece within the district's evaluation tool is student growth which accounts for 25% of the total score. Staff utilize the current School Improvement Plan (SIP) and 5D indicators as a springboard for determining student growth goals within their classroom and grade levels. Using strategies and activities within the SIP and 5D process staff collaborate to write SMART goals in terms of student growth. These goals are then shared with building leadership through the inquiry process and approved or revised. Throughout the academic year staff are focused on meeting and exceeding the set goals and monitor their individual progress or the grade level's progress toward meeting the goals. During the academic year achievement data is shared by grade level meetings three times (fall, winter, spring). This is done in collaboration with the building administration, Title I professional staff, and when appropriate with staff from the Intermediate School District. Outcomes from these data reviews result in possible changes and or modifications in programming for students, again in an effort to meet growth goals that are directly tied to the SIP. During the end of the year post evaluation summary dialogue regarding goals and goal attainment or lack of attainment are discussed at length. Each spring the current School Improvement Plan (SIP) strategies and activities are reviewed, discussed and planned for modification for the upcoming school year's SIP.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

At the elementary level we are seeing a gradual decrease in our student population. Building data indicates that Native American, black and multiracial sub-groups represent approximately twenty percent of our student population. The number of students eligible for Free and reduced lunches has increased each year for several years. Enrollment trends indicate the district is continuing to increase the need to serve a population of students identified as "at-risk" both demographically and socioeconomically. Staffing levels are fluctuating with the decrease in student enrollment.

Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

Pellston Elementary school student attendance is slightly lower than the state average and continues to be an area of some concern. In an effort to increase student attendance, the district revised its student attendance policy in January of 2013 and continually partners with Northern Community Mediation to help solve attendance issues. When students are absent from the school setting, they miss important discussions and activities within the classroom that facilitate additional learning. Absence often creates gaps in skill acquisition which in turn, creates challenges for school personnel. Pellston Elementary School has updated its school attendance policy and provides intervention services for all students with gaps in their achievement levels.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

Pellston Elementary School has more behavior-related challenges than neighboring districts, although the trend shows a slight decrease in major behavior incidents throughout the last three years. The challenges we typically encounter are: a significant number of families who move in and out of the district, the impact of economically-disadvantaged situations, a large percentage of single-parent households, and extreme rural conditions which inhibit access to support services.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

The administrators and teachers at Pellston Elementary School are committed to increasing awareness of diversity through professional learning opportunities. We are also working to improve the overall culture of the school district through positive campaigns, focused professional learning, professional consultants, and professional growth opportunities for all staff members.

School Improvement Plan

Pellston Elementary School

The administrators and teachers at Pellston Elementary School are also committed to increasing parental involvement through communication with parents, academic Title I family nights, parent-teacher conferences, and other after school learning activities throughout the year.

We are continually providing opportunities for all staff members to be more in tune with our changing demographics. District professional and support staff have participated in Professional Learning within the district as well as outside the district in an effort to improve services to meet the diverse needs of all of our students. Additionally, building professional staff have been hired utilizing Title I funds to support students. Pellston Elementary School is identified as a School-wide Title I school, thus providing services to any student identified as needing additional academic support.

Pellston Elementary School is committed to the School Improvement Process and to implementing an effective positive behavior support system. Stakeholders have began meeting once a month (May 2016-August 2016) and will continue monthly meetings throughout the 2016-2017 in an effort to implement consistent preventative supports to decrease the number of social/emotional challenges evident within our building.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

The current principal of Pellston Elementary School has three years of experience as a principal and an additional 5 years of experience as a school improvement/professional development coordinator. The current administrator has a strong special education background. The previous principal had several years of experience as a building administrator and put many accountability processes in place that positively impacted student achievement results.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

Pellston Elementary School has had more staff turnover in recent years which undoubtedly has impacted achievement results. The building has transformed from a predominance of veteran staff members, to a much greater percentage of first through third year teachers.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Pellston Elementary Principal has not missed any days in three years due to illness or personal reasons. The principal is away from the building approximately one day per month for professional development or administrative meeting requirements. The consistent presence of the administrator has likely indirectly impacted student achievement in a positive way.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The total number of days of teacher absence has significantly decreased at Pellston Elementary School throughout the last three years. The number of days a teacher is absent (personal/illness) is reflected as a part of their overall effectiveness rating at the end of the school year. Teachers are away from their classrooms occasionally due to grade level meetings and/or professional development opportunities. This number has also decreased as many professional development opportunities are offered in the summer, after school, or on days in which school is not in session. These changes have likely had a positive effect on student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The following action items could help address challenges regarding teacher/leader demographics: Pellston Schools will continue to focus on attendance for all administrators, professional and paraprofessional staff members. Pellston Schools will also provide continuous professional development for newer and veteran teachers to help improve continuity of effective classroom instructional and relationship building practices.

Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

The strength for Pellston Public Schools at this time is Strand II: Leadership for Learning.

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

The primary challenge for Pellston Public Schools at this time is Strand III: Professional Learning Culture.

12. How might these challenges impact student achievement?

There is significant research that shows that relationships within a school building have a strong impact on student achievement. These relationships can be between staff member to staff member, staff member to student, staff member to parent or staff member to community. The better the culture for learning within a building, the more likely students are to feel comfortable, enjoy learning and coming to school, take academic risks, and improve academically, behaviorally, socially and emotionally.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The focus of Pellston Public Schools' Improvement Plans is on changing the culture of learning within the district. This plan includes strategies related to improving relationships, student engagement, providing effective feedback, and having a well-defined and operational multi-tiered system of support in place to meet the diverse needs of all students within the district.

The district added an additional school improvement goal this year that targets the behavioral and social/emotional regulation needs of our students. We will be collecting, organizing, analyzing and using behavioral data to alter our instructional methods and strategies so that all students experience success at school and to preserve the integrity of our learning environment.

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Pellston Elementary School has been focused on reducing disparities among subgroups of students. We have provided many internal changes which have contributed to an increase in student achievement such as: increased parent/school communication, clarified policies, strengthened core instruction, increased intervention focus and time, continually utilize a multi-tiered level of support, and increased professional development for staff. Our multi-tiered level of support system promotes early identification of students at-risk of failing and

provides interventions for all students. Identified special education students (IEP process) receive additional Tier III interventions.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Pellston Elementary has a variety of Extended Learning Opportunities for all students. During the school day, instruction is differentiated in order to meet the needs of a wide spectrum of learning styles and levels. The school has in place a multi-tiered (Response to Intervention) system of support which expedites the identification and intervention process for those students who are at-risk of not meeting proficiency standards. Parent contacts are an essential element of the Rtl process. Parents are called early in the process and they attend meetings and help design problem-solving strategies for home and school. Pellston Elementary School also offers a host of other programs and activities for all students during the school day and after school hours. There are after school activities and sporting events which are available to all students. We have also offered after school tutoring in a variety of forms each year throughout the last six years. Parents are notified of all extended learning opportunities through school newsletters, signs, calls, word of mouth, classroom Friday folders and flyers.

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

Our multi-tiered level of support system promotes early identification of students at-risk of failing and provides interventions for all students. Students at-risk of failing are identified through various measures including universal screenings which are administered three times per year. Grade level meetings are held following the screenings and the data is analyzed to determine who is in need of Tier one, Tier two, or Tier three interventions. Teachers and intervention personnel also meet monthly in Student Success meetings to discuss the progress of students who have been experiencing difficulty academically or emotionally. Interventions are flexible and targeted. Students are progress monitored frequently and changes are made as needed. Special education students (identified through the IEP process) receive additional Tier three interventions. Parents are notified of all extended learning opportunities through school newsletters, signs, calls, word of mouth, classroom Friday folders and flyers.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Pellston Elementary School adheres to the requirements of the Michigan Department of Education in regard to aligning curriculum for all core academic subjects, both horizontally and vertically, to the designated standards (CCSS or GLCE) for each particular subject/grade. Teachers document lesson plans in the online lesson planning format Plan Book. Teachers keep well organized intervention binders for the content areas of reading and math which outline all strategies and interventions used to promote success for all students. Teachers are required to post learning targets and success criteria for all lessons. Administrators use the 5 Dimensions of Teaching and Learning's indicators to monitor the fidelity of implementation of state content standards.

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

The elementary school did not complete a health survey/screener this year.

Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

Reading proficiency has increased since the implementation of a consistent core reading program and intervention block. The MiBLSi initiative has helped create a foundation for building staff to focus on reading intervention as well as behavioral interventions. This initiative has evolved into a continual focus on a multi-tiered system of support. Focusing school improvement efforts on increasing student engagement in the learning process has also positively impacted student achievement. Utilization of the School Improvement Plan within the Evaluation Tool's growth piece has also helped staff focus on identified goals. Each of these factors have played a part in the overall increase in student achievement within the building.

19b. Reading- Challenges

The data indicates that the foundational challenge of reading is improving phonemic awareness, word attack (phonics) skills and developing effective strategies to decode multi-syllabic words. The data from universal screenings, classroom assessments and teacher observation also indicate a need to emphasize and explicitly teach academic vocabulary to students. For older students, the challenge exists on improving instruction, access, and understanding of how to accurately read non-fiction, expository text structures.

19c. Reading- Trends

Reading proficiency has increased since the implementation of both the core reading program and intervention block. The MiBLSi initiative has helped create a foundation for building staff to focus on reading intervention as well as behavioral interventions. This initiative has

evolved into a continual focus on a multi-tiered system of support. Focusing school improvement efforts on increasing student engagement in the learning process has also positively impacted student achievement. Utilization of the School Improvement Plan within the Evaluation Tool's growth piece has also helped staff focus on identified goals. Each of these factors have played a part in the overall increase in student achievement within the building.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are addressing challenges through the strategies and activities identified in the School Improvement Plan: Strategy 1: Effective Feedback. Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Strategy 2: Supplemental Instruction: Through the use of universal screening data, teachers will identify students for more diagnostic and targeted skill assessments leading to extended learning time and small group supplemental instruction. Our goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

20a. Writing- Strengths

The consistency of a structured writing curriculum and expectations has increased within the K-5 building since the infusion of the MAISA writing units two years ago. Students are showing growth as measured by the Lucy Calkins writing rubrics. Teachers have also been focusing on three kinds of writing: narrative, opinion, and informational. This focus is contributing to gains in writing achievement. During the 2016-2017 school year, Step Up To Writing strategies will also be implemented K-5 in an effort to improve writing outcomes for all students.

20b. Writing- Challenges

Although we are becoming more consistent in terminology, expectations, and structure when teaching writing, our students are not as proficient as we would like. Specific challenges for teachers and students are the need for more time spent writing and more focused and basic writing instruction infusing a significant amount of technology. Technology access is somewhat challenging, yet our goal is for students to be experienced and comfortable demonstrating writing proficiency using technology. During the 2016-2017 school year, Step Up To Writing strategies will also be implemented K-5 in an effort to improve writing outcomes for all students.

20c. Writing- Trends

In an effort to increase student achievement and student engagement in the writing process, we will continue to participate in any MAISA Writing units training offered by the ISD. We are also focusing on writing across the curriculum strategies while providing effective feedback, that will help us improve writing achievement. During the 2016-2017 school year, Step Up To Writing strategies will also be implemented K-5 in an effort to improve writing outcomes for all students.

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are addressing challenges through the strategies and activities identified in the School Improvement Plan: Strategy 1: Effective Feedback. Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Strategy 2: Supplemental Instruction: Through the use of universal screening data, teachers will identify students for more diagnostic and targeted skill assessments leading to extended learning time and small group supplemental instruction. Our goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

21a. Math- Strengths

Mathematics scores have increased since the implementation of the intervention block. The MiBLSi initiative has helped create a foundation for building staff to focus on math intervention as well as behavioral interventions. This initiative has evolved into a continual focus on a multi-tiered system of support. Focusing school improvement efforts on increasing student engagement in the learning process has also positively impacted student achievement. Utilization of the School Improvement Plan within the Evaluation Tool's growth piece has also helped staff focus on identified goals. Each of these factors have played a part in the overall increase in student achievement within the building. During the 2016-2017 school year, the district will be piloting Engage NY Math in grades K-8 in an effort to increase the conceptual knowledge, depth of knowledge and level of rigor in our math curriculum.

21b. Math- Challenges

The data indicates that the foundational challenge of our math program is improving math fact fluency in both the early grades and later grades and also helping students develop an understanding and ability to manipulate fractions. The data from Delta Math universal screenings, classroom assessments and teacher observation support the need to emphasize and explicitly teach math facts and academic vocabulary to students.

21c. Math- Trends

Math proficiency has increased since the implementation of both the core math program and intervention block. The MiBLSi initiative has helped building staff focus on math intervention as well as behavioral interventions. This initiative has evolved into a continual focus on a multi-tiered system of support. Focusing school improvement efforts on increasing student engagement in the learning process has also positively impacted student achievement. Utilization of the School Improvement Plan within the Evaluation Tool's growth piece has also helped staff focus on identified goals. Each of these factors have played a part in the overall increase in student achievement within the building. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are addressing challenges through the strategies and activities identified in the School Improvement Plan: Strategy 1: Effective Feedback. Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Strategy 2: Supplemental Instruction: Through the use of universal screening data, teachers will identify students for more diagnostic and targeted skill assessments leading to extended learning time and small group supplemental instruction. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

22a. Science- Strengths

Science scores have been steadily increasing at the elementary level as measured by the MEAP test in recent years. Our strength lies in utilizing academy block interventions to help increase the student's ability to read content area/informational text.

22b. Science- Challenges

The data indicates that the foundational challenge of reading content material (including science) is to improve phonemic awareness, word attack (phonics) skills and developing effective strategies to decode multi-syllabic words. The data from universal screenings, classroom assessments and teacher observation also indicate a need to emphasize and explicitly teach academic vocabulary to students. For older students, the challenge exists on improving instruction, access, and understanding of how to accurately read non-fiction, expository text structures.

22c. Science- Trends

Science scores have been steadily increasing at the elementary level as measured by the MEAP test in recent years.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are addressing challenges through the strategies and activities identified in the School Improvement Plan: Strategy 1: Effective Feedback. Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Strategy 2: Supplemental Instruction: Through the use of universal screening data, teachers will identify students for more diagnostic and targeted skill assessments leading to extended learning time and small group supplemental instruction. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

23a. Social Studies- Strengths

Social Studies scores have been steadily increasing at the elementary level as measured by the MEAP test in recent years. Our strength lies in utilizing academy block interventions to help increase the student's ability to read content area/informational text.

23b. Social Studies- Challenges

The data indicates that the foundational challenge of reading content material (including social studies) is to improve phonemic awareness, word attack (phonics) skills and developing effective strategies to decode multi-syllabic words. The data from universal screenings, classroom assessments and teacher observation also indicate a need to emphasize and explicitly teach academic vocabulary to students. For older students, the challenge exists on improving instruction, access, and understanding of how to accurately read non-fiction, expository text structures.

23c. Social Studies- Trends

Social studies scores have been steadily increasing at the elementary level as measured by the MEAP test in recent years.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We are addressing challenges through the strategies and activities identified in the School Improvement Plan: Strategy 1: Effective Feedback. Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Strategy 2: Supplemental Instruction: Through the use of universal screening data, teachers will identify students for more diagnostic and targeted skill assessments leading to extended learning time and small group supplemental instruction. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Students really love their teachers at Pellston Elementary School. They also love lunch, recess, Physical Education, and Art.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

The lowest level of satisfaction appeared to be communication between adults and students in regard to questions like "I'm treated fairly" and "I'm asked what I think about school." Some students indicated that they don't always feel safe at school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

Administrators and teachers will discuss ways to better communicate with students by asking their opinions and giving them more opportunities to express their concerns and help problem-solve. We will also continue building on our Full Value Agreement/School Culture school improvement initiative. We will continue to give teachers and paraprofessionals evidence-based strategies to help them build relationships with students. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

The highest level of satisfaction for parents was that they felt their child was challenged by the curriculum and the expectations for learning within the school. They also felt that there was good communication between teachers and parents.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The Likert Scale responses indicated a slightly lower satisfaction rate regarding protected instructional time and interruptions. Some parents commented about dissatisfaction with the small amount of time students spend outside or at lunch. A few parents felt that there was not strict enough discipline in the school.

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Administrators and teachers will discuss ways to better communicate with parents and get them better involved in the school improvement process. We will also continue building on our Full Value Agreement/School Culture school improvement initiative. We will continue to give teachers and paraprofessionals evidence-based strategies to help them build strong relationships with students and parents. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

Staff members are very satisfied with the district's initiative focused on improving the climate for teaching and learning within the district. They expressed satisfaction with the improving communication and professional relationships.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

Staff members feel we still have work to do in regard to building a highly effective professional learning community within the district. We have a high needs population which increases the level of stress in staff members. Communication is an area that warrants continued improvement.

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

Administrators and teachers will discuss ways to improve communication with each other and with parents and students. We will also continue building on our Full Value Agreement/School Culture school improvement initiative. We will continue to give staff members evidence-based strategies to help them build strong relationships with students, parents, administrators and with other staff members. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

The highest level of satisfaction for stakeholders was that they felt the school had challenging curriculum and expectations for learning within the school. They also felt that there was good communication between the school and community.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

Community members would like to see instructional time better protected with less interruptions. Some community members would like to see students spend more time outside or at lunch. A few community members indicated a desire for more strict discipline policies.

27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

Administrators and teachers will discuss ways to better communicate with parents and community members and get them better involved in the school improvement process. We will also continue building on our Full Value Agreement/School Culture school improvement initiative. We will continue to give staff members and volunteers evidence-based strategies to help them build strong relationships with students, parents, and each other. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

The strengths identified through the four kinds of data- demographic, process, achievement/outcomes and perception of Pellston Elementary School are as follows: The trend of steady improvement in all academic areas is a strength. Reading is a particular strength and has continued to be for the last 3-5 years. We have a core reading and math program which have been in place for the last three years. Pellston Schools has also dedicated a lot of time and resources to implementing a comprehensive and focused multi-tiered system of support for the K-5 students. This system identifies student who are at-risk of not succeeding early and immediately provides layers of intervention to promote school success. Another significant strength is the district's commitment to improving the culture for teaching and learning within the district. Many resources have also been allocated to improve the engagement levels of all students. Most perception data indicates a positive response to these focus areas. We will continue to focus on improving communication and relationships between all stakeholders in the district.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

Declining enrollment and fiscal restraints are the most significant challenges for Pellston Schools and undoubtedly impact student achievement, although not as significantly as could be. Other challenges like the culture for learning, a less experienced staff, a new teacher evaluation tool (5D+), student mobility rates, high poverty rate, attendance and absenteeism also impact achievement rates. These areas of challenge are being addressed both directly and indirectly in the school and district improvement plans.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

Declining enrollment and fiscal restraints are the most significant challenges for Pellston Schools and undoubtedly impact student achievement, although not as significantly as could be. Other challenges like the culture for learning, a less experienced staff, a new teacher evaluation tool (5D+), student mobility rates, attendance and absenteeism also impact achievement rates. These areas of challenge are being addressed both directly and indirectly in the school and district improvement plans. The School Improvement Plan addresses these concerns through measurable objectives, strategies and activities. The measurable objectives for each subject area are rigorous increments of achievement we believe are necessary in order to make a continued increase in proficiency as measured by state testing. Our additional 2016-2017 goal of improving the behavioral and social/emotional growth of children will also support the improvement of academic achievement within the building.

School Improvement Plan

Pellston Elementary School

Instructional strategies identified in the School Improvement Plan are: Strategy 1: Effective Feedback. Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students. Strategy 2: Supplemental Instruction: Through the use of universal screening data, teachers will identify students for more diagnostic and targeted skill assessments leading to extended learning time and small group supplemental instruction.

Activities align with the strategies and objectives. Activities for the 2016-2017 school year include: professional learning in regard to student engagement, literacy engagement consultant services, writing across the curriculum professional learning, preschool services, improving school culture professional learning and coaching, professional book study, academic academy blocks, family nights, Project First Step activities, and data review activities.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 1. | Literacy and math are tested annually in grades 1-5. | Yes | Literacy and mathematics assessments are administered three times per year for grades K-5. Assessment and universal screening results are shared during data review meetings (held three times per year) with the purpose of then providing identified students with appropriate interventions or enrichment opportunities. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| 2. | Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below. | Yes | Please find the Annual Education Report (AER) on the Pellston Public Schools website in the left hand side of the home page: http://www.pellstonschools.org/ | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---|------------|
| 3. | Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file. | No | We are a kindergarten through fifth grade building, thus we do not participate in 8th grade Educational Development Plans for these students. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 4. | Our school reviews and annually updates the EDPs to ensure academic course work alignment. | No | We are a kindergarten through fifth grade building, thus we do not annually update 8th grade EDPs. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|------------|
| 5. | 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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion. | Yes | On the Pellston Public School home page, located on the left hand side you will find EMPLOYMENT, by clicking on EMPLOYMENT you will bring up a screen that refers to language regarding the district being an equal opportunity employer. The link to the home page is: http://www.pellstonschools.org/index.html | |

School Improvement Plan

Pellston Elementary School

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 6. | 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 comment field. | Yes | The Superintendent of Pellston Public Schools is the designated employee to coordinate and comply with non-discrimination related responsibilities. Name: Mrs. Monique Dean Position: District Superintendent Address: 172 North Park Street, Pellston MI, 49769 Telephone: 231 539 8838 | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| 7. | The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below. | Yes | | Pellston Elementary Parent Involvement Plan 2016-2017 |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| 8. | The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below. | Yes | | Pellston Student/Teacher/Parent Compact 2016-2017 |

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|--|------------|
| 9. | The School has additional information necessary to support your improvement plan (optional). | Yes | Pellston Elementary School strongly supports the School Improvement Process. It is also our belief that the building School Improvement Plan is a living, breathing document that's purpose is to addresses student achievement needs. We believe that school improvement is a continuous process with our ultimate goal of closing the achievement gap and by raising the quality of educational programs, thus achieving a rigorous and relevant curriculum for all students. We believe in a school-wide effort that identifies instructional priorities as a key to our ongoing success. | |

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Since the Pellston Elementary School became a Title I School-wide school, the comprehensive needs assessment has been conducted in cooperation with a variety of district stakeholders. The stakeholders work together each year to compile information to complete the School Systems Review indicators accurately. The administration compiles the data and submits it through the Advanc-Ed, Assist reporting portal. Stakeholders identify areas of need (based on data). The school improvement team analyzes student achievement, demographic, perception, and process data to determine areas of strength and those in need of improvement.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Student achievement as measured by MEAP Assessments had remained steadily above State averages in most areas and was steadily improving at the elementary level. The MSTEP data indicates that although we are making good gains when compared to other schools with similar demographics, our achievement levels are below State averages in some areas. We are continually reevaluating our curriculum and instructional practices in order to increase rigor and alignment with the Common Core State Standards. School programs utilize funds from the general budget, at-risk funds and Title/federal sources to provide services for identified students. The School System Review indicators are completed yearly and indicate a positive trend toward implementing and establishing sustainable practices that increase student achievement. Perception data is collected yearly and indicates that staff members are satisfied with the school's continuous improvement process. Staff members are less satisfied with the communication and review of the school's purpose statement. Students indicate positive perceptions toward the school and the teachers. They were less satisfied within the area of Governance and Leadership. Parent surveys indicate positive perceptions about the school and the teachers and their interest in their children's learning. Demographic data indicates an increase in recent years in the percentage of students eligible for free/reduced lunch while enrollment numbers have been slowly declining at the school.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

Data collected as part of the needs assessments throughout the last three years from several data sources has clearly indicated an increase in the number of students with multiple factors impeding student achievement (lower socioeconomic conditions, family issues, etc.). Our district stakeholders and school improvement team have identified several key strategies to help improve achievement for all students regardless of risk factors. Our goals are to improve achievement for all students in reading, math, writing, science, and social studies. We have a core curriculum (aligned to the CCSS) and are working on continuously improving our multi-tiered system of support and student engagement in the learning process (in all subject areas).

The district added an additional school improvement goal this year that targets the social skills and social/emotional regulation needs of our students. We will be collecting, organizing, analyzing and using behavioral data to alter our instructional methods and strategies so that all students experience success at school and to preserve the integrity of our learning environment.

Pellston Elementary School is committed to the School Improvement Process and to implementing an effective positive behavior support system. Stakeholders have began meeting once a month (May 2016-August 2016) and will continue monthly meetings throughout the 2016-2017 in an effort to implement consistent preventative supports to decrease the number of social/emotional challenges evident within our building.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

Many factors contribute to student achievement for all students. By strengthening core programs in all subject areas, we better meet the academic needs of all students. Those students who have factors impeding academic progress receive additional support and interventions. Within Pellston Elementary School the following are identified as factors contributing to improving student achievement for all students.

1. Core reading program in grades K-5
2. Core mathematics program in grades K-5
3. Intervention and expansion of academic academy block (Title I intervention) both in reading and mathematics
4. Title IIA Professional Development with administrative follow through and support of implementation
5. Active School Improvement Plan: plan, do, review, modify
6. Focus on an effective multi-tiered system of support
7. Focus of student engagement and effective tiered positive behavior support interventions in order to improve the learning process district-wide
8. Building staff committed to improved outcomes for students through improving the culture of the school
9. As a staff, studying the work of Eric Jensen in regard to teaching and engaging students experiencing the effects of poverty.

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

Many factors contribute to student achievement for all students. By strengthening core programs in all subject areas, we better meet the academic needs of all students. Those students who have factors impeding academic progress receive additional support and interventions. Within Pellston Elementary School the following are identified as factors contributing to improving student achievement for all students.

1. Core reading program in grades K-5
2. Core mathematics program in grades K-5
3. Intervention and expansion of academic academy block (Title I intervention) both in reading and mathematics
4. Title IIA Professional Development with administrative follow through and support of implementation
5. Active School Improvement Plan: plan, do, review, modify
6. Focus on an effective multi-tiered system of support
7. Focus of student engagement and effective tiered positive behavior support interventions in order to improve the learning process district-wide
8. Building staff committed to improved outcomes for students through improving the culture of the school
9. As a staff, studying the work of Eric Jensen in regard to teaching and engaging students experiencing the effects of poverty.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Pellston Elementary School's improvement planning process increases the quality and quantity of instruction in several ways. Stakeholders analyze student achievement and other forms of data during: required staff meeting time, data team review dates (three times per year), District School Improvement teams (composed of parents, staff, administrators and School Board members), and at monthly student success meetings. State assessment data results, as well as identified state targets for the building, play a key role in determining our building strengths and identified areas of weaknesses. Reflective questions such as: Did we meet the state accountability targets for math, reading, writing, science and social studies? At what proficiency levels are our students performing? Are their disparities among subgroups? What questions do the data raise for us? Outcomes of the data review provide answers to curricula strengths, weaknesses, opportunities for progress and gaps in identified standards. We have clarified areas of curricular and instructional strengths and weaknesses through peer (individual and group) instructional rounds, administrative observations, and teacher self reflections. Building and district leadership teams have been identified by their building peers. As a building team we are reflective in asking ourselves what contributing factors or root causes are impeding our desired student achievement results. Observational process data indicated a lack of student engagement within classrooms. Patterns in the observational protocol provided a picture of teaching and learning throughout the school. Performance data indicates the need to continue to provide a multi-tiered level of support to students within the building. This information has helped our building to identify our school improvement goals. Based on the identified goals, leadership teams and staff selected to implement a few powerful research based improvement strategies and activities, which will be assessed annually in terms of student learning gains. These strategies and their full implementation will be part of the building and district school improvement plan during the course of the next 3-5 years:

1. Implementation of successful student engagement/effective feedback practices that result in improved student achievement for all students
2. Multi-tiered level of support, with a specific focus on improving all tiers of instructional practices.

School Improvement Plan

Pellston Elementary School

The district added an additional school improvement goal this year that targets the social skills and social/emotional regulation needs of our students. We will be collecting, organizing, analyzing and using behavioral data to alter our instructional methods and strategies so that all students experience success at school and to preserve the integrity of our learning environment.

Pellston Elementary School is committed to the School Improvement Process and to implementing an effective positive behavior support system. Stakeholders have began meeting once a month in the spring and summer and will continue monthly meetings throughout the this school year in an effort to implement consistent preventative supports to decrease the number of social/emotional challenges evident within our building.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The comprehensive needs assessment indicates that at the elementary level we are seeing a gradual decrease in our student population. Building data indicates that Native American, black and multiracial sub-groups represent approximately twenty percent of our student population. Free and reduced lunch enrollment has also increased in recent years. Enrollment trends indicate the district is continuing to increase the need to serve a population of students identified as "at-risk" both demographically and socioeconomically. This data has influenced the research-based reform strategies we have identified in our school improvement planning process. We have implemented the following reforms in an effort to improve student achievement:

1. Core reading program in grades K-5
2. Core mathematics program in grades K-5
3. Intervention and expansion of academic academy block (Title I intervention) both in reading and mathematics
4. Title IIA Professional Development with administrative follow through and support of implementation
5. Active School Improvement Plan: plan, do, review, modify
6. Focus on an effective multi-tiered system of support
7. Focus of student engagement and effective tiered positive behavior support interventions in order to improve the learning process district-wide
8. Building staff committed to improved outcomes for students through improving the culture of the school
9. As a staff, studying the work of Eric Jensen in regard to teaching and engaging students experiencing the effects of poverty.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Reading proficiency has increased since the implementation of both the core reading program and intervention block. Mathematics scores have increased since the implementation of the intervention block. The MiBLSi initiative helped us clarify our goal and focus on student achievement through targeted interventions in reading, math and behavior. This MiBLSi initiative has evolved into a continual focus on a multi-tiered system of support. Focusing school improvement efforts on increasing student engagement in the learning process has also positively impacted student achievement. Utilization of the School Improvement Plan within the Evaluation Tool's growth piece has also helped staff focus on identified goals. Each of these factors have played a part in the overall increase in student achievement within the building.

We have analyzed our disaggregated data and have observed improving achievement trends in Pellston Elementary School's standardized tests scores in the area of reading for all students, including such subgroups as gender and economic status. We are also beginning to

observe subgroups of students in some grades increasing their mathematics proficiency. As a district, we are focusing on multi-tiered interventions, solid core instruction, and an engaging school/classroom climate to increase motivation to achieve and proficiency levels among all students.

5. Describe how the school determines if these needs of students are being met.

There are many factors that contribute to achievement gaps, especially gaps occurring within diverse populations. Pellston Elementary School has 60-80% of its students qualifying for free and reduced lunch at different times during the year. Environmental conditions associated with poverty frequently contribute to gaps in achievement. Pellston Elementary School has been focused on reducing disparities among subgroups of students. We have provided many internal changes which have contributed to an increase in student achievement: increased parent/school communication, clarified policies, strengthened core instruction, evidence-based practices, aligned curriculum to the Common Core State Standards, district focus on improving student engagement and the overall climate of the school, increased intervention focus and time, continuous improvement of a multi-tiered system of support, and increased/focused professional development for staff. Our disaggregated data is showing a positive trend in student achievement for all students and subgroups of students.

Component 3: Instruction by Highly Qualified Staff

| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | 1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes | | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|------------|
| | 2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes | | |

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

At the end of the 2015-2016 school year, Pellston Elementary had two teachers leave the district.

2. What is the experience level of key teaching and learning personnel?

We have 17 teachers at the elementary level. Six teachers have been teaching 0-3 years; three teachers have been teaching 4-8 years; two teachers have been teaching 9-15 years; and six teachers have been teaching greater than 15 years.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

Pellston Public Schools has a good reputation in the local community and among other area school districts. It has received Reward School designation for two consecutive years. Positive community support and increasing parent involvement in school activities indicate a school atmosphere that has high expectations, yet is nurturing and respectful. We are working for continuously professional growth and teamwork.

Pellston Elementary offers a four-five year mentoring program for non-tenured teachers, high-quality and relevant professional development opportunities, and the use of current and innovative educational programs, methods, and materials. Also, a competitive salary structure, attractive benefits package, and recently renovated facilities add to the appeal of Pellston Elementary School as a career destination for high quality prospective teachers.

The turnover rate in regard to teachers is not perceived to be an issue at Pellston Elementary School. Numerous excellent candidates have expressed interest in working for Pellston Schools when vacancies have occurred.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

Pellston Public Schools has an good reputation in the local community and among other area school districts. It has received Reward School designation for two consecutive years. Positive community support and increasing parent involvement in school activities indicate a school atmosphere that has high expectations, yet is nurturing and respectful. We are working for continuously professional growth and teamwork.

Pellston Public Schools offers a four to five year mentoring program for non-tenured teachers, high-quality and relevant professional development opportunities, and the use of current and innovative educational programs, methods, and materials. Also, a competitive salary structure, attractive benefits package, and recently renovated facilities add to the appeal of Pellston Public Schools as a career destination for high quality prospective teachers.

interest in working for Pellston Schools when vacancies have occurred.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

There is typically not a high turnover rate at Pellston Elementary School.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The comprehensive needs assessment indicates a need for all students to be engaged in the learning environment in order for sustainable increases in student achievement to occur. One school improvement strategy identified is to increase student engagement through effective feedback practices. Pellston Elementary professional and paraprofessional staff will utilize student engagement strategies, enabling staff to plan strategically to increase student motivation and engagement in reading and mathematics problem-solving, thus enabling students to achieve targeted achievement standards. Increasing student engagement will be the direct result of careful planning and execution of specific strategies by district staff. Our team will continue to study excerpts from *The Highly Engaged Classroom* by Dr. Robert Marzano and *Engaging Students with Poverty in Mind*, by Eric Jensen throughout the school year, focusing on embedding strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies from their instruction and share/model through digital media. Our staff will revisit the readings and document strategies being utilized within lesson plans. We will ensure fidelity through classroom observation/evaluation.

Another school improvement strategy identified is to increase the effectiveness of the multi-tiered system of supports for all students. In the Multi-Tiered System of Support general education teachers, Title I professionals and paraprofessional staff members will implement a service model where a multi-tiered system of support is in place. The implemented model of support will intentionally be differentiated and in order to meet the needs of all learners, at all levels, and ranges from whole group, to small group, to more individualized support, based on student needs. The model will utilize a data-based decision-making to determine the level of intervention needed, and the specific nature of the intervention. Building wide reading and mathematics screeners will allow staff to determine each student's level of need and support. Staff members will participate in professional learning opportunities which will improve the effectiveness of our multi-tiered system of support.

2. Describe how this professional learning is "sustained and ongoing."

Professional learning is sustained and ongoing because it is part of the 3-5 year implementation cycle of our primary school improvement strategies: Improving student engagement/effective feedback and improving our multi-tiered system of support. We will continue to build capacity for our teachers to be highly effective teachers who engage all students and implement an effective multi-tiered system of support.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| | 3. The school's Professional Learning Plan is complete. | Yes | | Pellston Elementary Professional Development Plan 2016-2017 |

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

Decisions about the schoolwide plan, curriculum, instruction, and assessment are made with the input of the school improvement and data review teams. These teams include representatives of the stakeholders within the school and district (including staff members, parents, community members, Board members, students). All decisions are made based on several data sources (demographic, achievement, process, perception). Various forms of student achievement data is disaggregated and analyzed to maximize school improvement efforts.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Decisions about the schoolwide plan, curriculum, instruction, and assessment are made with the input of the school improvement and data review teams. These teams include representatives of the stakeholders within the school and district (including staff members, parents, community members, Board members, students). All decisions are made based on several data sources (demographic, achievement, process, perception). Various forms of student achievement data is disaggregated and analyzed to maximize school improvement efforts.

Parents and other stakeholders are active within the school as employees or volunteers on a daily basis. They are involved in school and district improvement meetings and in the implementation and evaluation of the schoolwide plan. Their input is valued and utilized in the school improvement and decision making process.

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents and other stakeholders are active within the school as employees or volunteers on a daily basis. They are involved in school and district improvement meetings and in the implementation and evaluation of the schoolwide plan. Their input is valued and utilized in the school improvement and decision making process.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|---|
| | 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? | Yes | | Pellston Elementary Parent Involvement Plan 2016-2017 |

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Pellston Elementary School has provided assistance to parents in understanding the Common Core State Standards, the Michigan Grade Level Content Expectations and state and local assessments. Parents are also been provided with materials and training to help assist in their child's education. Pellston Elementary also has ongoing training to help staff members build effective parent communication.

Pellston Elementary has family and parent nights throughout the year to help strengthen a home-school connection and provide parents with

School Improvement Plan

Pellston Elementary School

vital information to support the academic and social-emotional growth of their children. The school utilizes Power School, an online grading system, that allows parents immediate access to their child's academic progress.

The school offers professional development on the topic of parent involvement and building positive relations between school and home. Teachers have also explored on-line resources which address the implementation of parent involvement strategies.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Parents have continued to be involved in the implementation and evaluation of the Schoolwide Plan since it was developed. Parents were involved in the implementation and evaluation of the schoolwide plan through data analysis, surveys, meetings, and active involvement on committees.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

We continually use the results of our surveys, data reviews, school improvement and district improvement team meetings to evaluate our progress toward our school improvement goals. Evaluation results help us remain on a positive course toward increasing our student achievement outcomes or help us change course to identify more effective measures to improve the teaching and learning environment at Pellston Elementary School.

8. Describe how the school-parent compact is developed.

The School-Parent Compact was developed with a team of district/school stakeholders many years ago. The compact is reviewed annually by stakeholders (including parents) to determine if updates or alterations are needed to facilitate a stronger home-school partnership.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

The School-Parent Compact is utilized at parent-teacher conferences as a springboard for discussion about how the home-school partnership can be strengthened in order to better serve the educational needs of every child in the district.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

Pellston Elementary is a K-5 school since the 2014-2015 school year.

School Improvement Plan

Pellston Elementary School

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---------|--|
| | The School's School-Parent Compact is attached. | Yes | | Pellston Elementary Student/Teacher/Parent Compact 2016-2017 |

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Progress information is shared with stakeholders verbally and in a written form through meetings and in correspondence in an understandable manner so all parents, regardless of native language, can understand. Interpreters are brought in who speak in the families native language if needed.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Pellston Elementary School houses Little Hornets Preschool as part of the school building. Little Hornets Preschool is a GSRP/Title I funded preschool with two classroom of 12-16 (3-4 year olds) students in each classroom. Preschool children have multiple opportunities to be involved with kindergarten children, teachers, and events throughout the year. In May of each year, preschool children begin practicing eating in the cafeteria and periodically visit the kindergarten classrooms.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Pellston Elementary School houses Little Hornets Preschool as part of the school building. Little Hornets Preschool is a GSRP/Title I funded preschool with two classroom of 12-16 (3-4 year olds) students in each classroom. Preschool children have multiple opportunities to be involved with kindergarten children, teachers, and events throughout the year. In May of each year, preschool children begin practicing eating in the cafeteria and periodically visit the kindergarten classrooms.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Pellston Elementary staff actively works to address curriculum alignment and assessment. The staff also has input into Common Core aligned curriculum materials to be purchased. Discussions regarding assessment and achievement occur at monthly staff meetings and professional development sessions. Pellston Elementary staff members are required to use multiple forms of formative assessment within their classrooms in order to drive instructional decisions. Data review days are scheduled at least three times during the school year to review assessment results, monitor progress, and evaluate student achievement results.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

Pellston Elementary staff actively works to address curriculum alignment and assessment. The staff also has input into Common Core aligned curriculum materials to be purchased. Discussions regarding assessment and achievement occur at monthly staff meetings and professional development sessions. Pellston Elementary staff members are required to use multiple forms of formative assessment within their classrooms in order to effectively drive instructional decisions. Data review days are scheduled at least three times during the school year to review assessment results, monitor progress, and evaluate student achievement results. Teachers also keep intervention binders each school year for Math and Reading. These binders hold all assessment materials and results, along with student achievement graphs. Administrators collect the binders for review bi-weekly throughout the school year. During 2016-2017, teachers will also keep binders in which all tiered positive behavior support data will be collected, analyzed by the teacher and child study teams and shared with building administration.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

Discussions regarding assessment and achievement, along with data analysis, occur at monthly staff meetings and professional development sessions. Pellston Elementary staff members are required to use multiple forms of formative assessment within their classrooms in order to drive instructional decisions. Universal screenings occur three times per year for all students. Assessment results are reviewed at Data Review days which are scheduled at least three times during the school year. Students who have not demonstrated proficiency on state or local assessments or screenings receive additional diagnostic testing to determine areas of need. Academic blocks of time are scheduled throughout the day to serve the needs of all identified students. Student groupings are flexible. Students receive the intensity of intervention they need in order to improve their academic proficiency levels.

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Discussions regarding assessment and achievement, along with data analysis, occur at monthly staff meetings and professional development sessions. Pellston Elementary staff members are required to use multiple forms of formative assessment within their classrooms in order to drive instructional decisions. Universal screenings occur three times per year for all students. Assessment results are reviewed at Data Review days which are scheduled at least three times during the school year. Students who have not demonstrated proficiency on state or local assessments or screenings receive additional diagnostic testing to determine areas of need. Academic blocks of time are scheduled throughout the day to serve the needs of all identified students. Student groupings are flexible. Students receive the intensity of intervention they need in order to improve their academic proficiency levels.

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

Student engagement and the effective utilization of a multi-tiered system of support are key elements of Pellston's District and School Improvement Plans. Teachers are provided with professional development in differentiation, student engagement, and evidence-based instructional strategies so all students can receive instruction that is personalized and meaningful. Discussions regarding assessment and achievement, along with data analysis, occur at monthly staff meetings and professional development sessions. Pellston Elementary staff members are required to use multiple forms of formative assessment within their classrooms in order to drive instructional decisions. Universal screenings occur three times per year for all students. Assessment results are reviewed at Data Review days which are scheduled at least three times during the school year. Students who have not demonstrated proficiency on state or local assessments or screenings receive additional diagnostic testing to determine areas of need. Academic blocks of time are scheduled throughout the day to serve the needs of all identified students. Student groupings are flexible. Students receive the intensity of intervention they need in order to improve their academic proficiency levels.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

Funds from various sources (State Foundation Allowance, Local Tax Revenue, Title IA, Title IIA & Section 31A) are being used to support the educational programs and intervention programs at Pellston Public Schools. Funding from such sources as Title IA, Title IIA, 31A, Charlevoix Emmet ISD, Pellston Schools general fund, Parent Teacher Organization grants, and other grants enable students, parents and school staff members the resources to achieve the goals in our Schoolwide Plan.

Funds from various sources (State Foundation Allowance, Local Tax Revenue, Title IA, Title IIA & Section 31A) are being used to support the educational programs and intervention programs at Pellston Public Schools. Funding from such sources as Title IA, Title IIA, 31A, Charlevoix Emmet ISD, Pellston Schools general fund, Parent Teacher Organization grants, and other grants enable students, parents and school staff members the resources to achieve the goals in our Schoolwide Plan.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

SCHOOLWIDE COMPONENTS -FUNDING SOURCES and PROGRAMS

1. Comprehensive Needs Assessment - General Funding -Elementary School Improvement Compliance Review, Staff meetings
2. Schoolwide Reform Strategy -General Fund-Elementary School Improvement Team, General Staff Meeting
3. Instruction by Highly Qualified Professional Staff -Title IIA first then General Fund - All Staff (teachers and paraprofessionals) Highly Qualified
4. Strategies to Attract High Quality Highly Qualified Teachers to High Needs Schools-General Fund, Title IIA, Parent-Teacher Organization- New Teacher Orientation, Mentor/Mentee Program, Literacy Consultant Works With New Teachers, Employment Postings (newspapers, online, universities/colleges), Referrals from area schools
5. High Quality and Ongoing Professional Development-Title IIA, Title IID (District Level), General Fund, Char-Em ISD Grade Level/Cross Grade Professional Learning Community, Three Tier Reading, Presentations at Staff Meetings
6. Strategies to Increase Parental Involvement-Title I, General Funds, Trust & Agency Accounts, PTO Funds, Open House Night, Parents Nights, Classroom Participation Invitations, Volunteer Appreciation activities, Newsletter Articles
7. Preschool Transition Strategies-General Fund, GSRP, PTO Funds-Visitation Days, Great Start to Quality Network, Administrator Attends Coordinator Meetings, LTBB Head Start, Kindergarten Round Up
8. Teacher Participation in Making Assessment Decisions-General Fund, Title I, Title IIA Curriculum Meetings, Grade Level Meetings, PowerSchool Trainings, Consultant Works With Staff, Academy Block Assignments
9. Timely and Additional Assistance to Students Having Difficulty Mastering the Standards-Title I, Title IIA, Special Education Funding from Char-Em ISD, 31a, General Fund, Academy Block, After School Tutoring, Paraprofessional Assignments, Summer School, IEP Process
10. Coordination and Integration of Federal, State, and Local Programs and Resources-General Fund-Coordination of Funds For State and Federal Funds Handled in Central Office by Superintendent of Schools.

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

The Hornet Health Center provides medical and mental health services for students ages 5-21. If funding allows, Title I and Title VII provide before and after school opportunities to improve academic skills for students in grades K-5, as well as summer school for students with academic need. All grants include a parent involvement component as well.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

The plan is evaluated through the school improvement process by review of its components to ensure that it is being followed and implemented as intended. Such reviews include analysis of achievement, process, demographic and perception data.

These reviews also are used as a means to discuss potential alterations to the plan with the intended purpose of improving student outcomes.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

Pellston Elementary School staff members and the School Improvement Team analyze and review the results of local assessments three times a year and State assessment results throughout the year to determine whether our schoolwide program has been effective in increasing the achievement of all students. Our goal is to provide all students with high quality core instruction and a multi-tiered system of support. Teachers participate in data review days, which are scheduled throughout the school year, to review assessment results of the building and of individual students, monitor progress, and evaluate the effectiveness of core programs and intervention activities, and make appropriate changes to programming.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Pellston Elementary School staff members and the School Improvement Team analyze and review the results of local assessments three times a year and State assessment results throughout the year to determine whether our schoolwide program has been effective in increasing the achievement of all students. Our goal is to provide all students with high quality core instruction and a multi-tiered system of support. Teachers participate in data review days, which are scheduled throughout the school year, to review assessment results of the building and of individual students, monitor progress, and evaluate the effectiveness of core programs and intervention activities, and make appropriate changes to programming.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Pellston Elementary School staff members and the School Improvement Team analyze and review the results of local assessments three times a year and State assessment results throughout the year to determine whether our schoolwide program has been effective in increasing the achievement of all students. Our goal is to provide all students with high quality core instruction and a multi-tiered system of support. We evaluate the effectiveness of the schoolwide plan as we analyze data on data review days (which are scheduled throughout the school year). As we evaluate the effectiveness of core programs and intervention activities, we make appropriate changes to programming as necessary to improve student learning outcomes.

Pellston Elementary School Improvement Plan 2016-2017

Overview

Plan Name

Pellston Elementary School Improvement Plan 2016-2017

Plan Description

Pellston Elementary School Improvement Plan 2016-2017

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|--|----------------|---------------|
| 1 | All students will demonstrate proficiency in mathematics 16-17. | Objectives: 1 Strategies: 2 Activities: 15 | Academic | \$500 |
| 2 | All students will demonstrate proficiency in reading 16-17. | Objectives: 1 Strategies: 2 Activities: 15 | Academic | \$298700 |
| 3 | All students will demonstrate proficiency in science 16-17. | Objectives: 1 Strategies: 2 Activities: 8 | Academic | \$1000 |
| 4 | All students will demonstrate proficiency in writing 16-17. | Objectives: 1 Strategies: 2 Activities: 9 | Academic | \$0 |
| 5 | All students will demonstrate proficiency in social studies 16-17. | Objectives: 1 Strategies: 2 Activities: 7 | Academic | \$0 |
| 6 | All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting. 16-17 | Objectives: 1 Strategies: 2 Activities: 10 | Organizational | \$60000 |

Goal 1: All students will demonstrate proficiency in mathematics 16-17.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 and competency in Mathematics by 06/15/2017 as measured by the State identified assessment. .

Strategy 1:

Effective Feedback 16-17 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Mathematics

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

| Activity - K-12 Professional Book Study-Poverty 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-12 professional staff |
| Activity - K- 8 Eureka/Engage NY Math 16-17 Local Support | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|--|-----------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| All K-8 staff will participate in local Eureka/Engage NY math professional development from our ISD math consultant in order to effectively weave the Eureka/Engage NY math strategies into daily practice. | Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-8 general education teachers, special education teachers, Title I and ISD math consultant. |
| Activity - K-5 Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In an effort to build teacher capacity for data teams/data analysis/remediation, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-5 General Education staff, Special Education and Title I professional staff |
| Activity - K-12 Math Collaborative 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| K-12 Staff will participate in local and ISD math collaborative professional development during the school year. These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 professional staff |
| Activity - K-12 INTEL Math 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| INTEL Math is an intensive professional learning activity that incorporates 14 days of training throughout the calendar year. Teachers learn to talk like a mathematician and incorporate rigor, relevance, and higher level thinking skills throughout daily math instruction. During the 2016-2017 school year, trained staff will participate in professional learning follow-up dates. | Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 Professional Staff |
| Activity - K-5 Little Hornets Preschool 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Pellston Elementary School

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|--|---|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Pellston Elementary School houses two preschool-age classrooms. Most slots are funded using GSRP funds. Additional slots could be funded using the supplemental source of Title I Part A. | Materials, Academic Support Program, Supplemental Materials, Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Part A | Building administrator, preschool teacher, preschool staff |
| Activity - Professional Learning Full Value Agreement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All professional staff and department leaders. |
| Activity - K-12 Adaptive Schools Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-12 staff |
| Activity - K-12 Writing Across the Curriculum 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All K-5 professional staff |
| Activity - K-5 Professional Learning Engagement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | Professional Staff Title I and General Education |

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Strategy 2:

Supplemental Instruction 2016-2017 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Mathematics

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Pr

Tier: Tier 2

| Activity - K-5 Extended Learning Time 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title I Part A | Identified K-5 professionals and paraprofessionals |
| Activity - K-5 Academic Academy Block 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Pellston Elementary School

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|--|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-5. This academic block will be in addition to the 60-75 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. These needs will be based on the Delta Mathematics screener, this is used with students in kindergarten through fifth grade. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards, coming from the Delta Math screener. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Schoolwide | Title I professional and paraprofessional staff, general education teachers |
| Activity - K-5 Data Review 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as professional learning communities to review content area student achievement data. | Teacher Collaboration, Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | General education staff, Title I staff and building administration |
| Activity - K-3 Project First Step 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Kindergarten through 3rd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students. | Direct Instruction | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Section 31a | K-3 General Education staff, Physical Education teacher, Title I staff |
| Activity - K-5 Title I Family Evenings 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Title I Family Nights (1) will include information related to engaging children in mathematics activities. | Academic Support Program, Parent Involvement | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$500 | Title I Part A | Title I staff and general education staff |

Goal 2: All students will demonstrate proficiency in reading 16-17.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 and competency in reading in English Language Arts by 06/15/2017 as measured by State identified assessment..

Strategy 1:

Supplemental Instruction 2016-2017 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: English/Language Arts

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Hardcastle, Beth and Kelly Justice. 2006. Rtl and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp.

Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp.

Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

School Improvement Plan

Pellston Elementary School

Tier: Tier 2

| Activity - K-5 Leveled Reading Material 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater have been purchased. | Supplemental Materials | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title I Part A | Title I professional and paraprofessional staff, special education and general education teachers, K-5. |
| Activity - K-5 Project First Step 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students. | Direct Instruction | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$37700 | Section 31a | K-3 General Education staff, Physical Education teacher, Title I staff |
| Activity - K-5 Academic Academy Block 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Pellston Elementary School

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|--|--|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-5. At each grade level, students will be screened to identify individual student needs. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$225000 | Title I Part A | Title I professional and paraprofessional staff, general education staff |
| Activity - K-5 Data Review Summary of Effectiveness 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All staff will reievew DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as professional learning communities to review content area student achievement data. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Fund | General education staff, Title I professional staff and building administration |
| Activity - K-5 Americorps Literacy Support 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize Title I A funds to hire one person to support reading during tier 1 reading instruction for identified students. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$11000 | Section 31a | District/building administration and classroom teachers |
| Activity - K-5 Title I Family Evenings 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Title I Family Nights (1) will include information related to engaging children in reading activities. | Academic Support Program, Parent Involvement | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$500 | Title I Schoolwide | General Education, Special Education, and Title I professionals and paraprofessionals. |
| Activity - K-5 Extended Learning Time 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Pellston Elementary School

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|---|--------------------------|--------|-----------|------------|------------|-----|----------------|---|
| During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title I Part A | Identified K-5 professional and paraprofessional staff. |
|---|--------------------------|--------|-----------|------------|------------|-----|----------------|---|

Strategy 2:

Effective Feedback 16-17 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

| Activity - Administrative Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Pellston Elementary School

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|--|------------------------|-------------|---------------|-------------------|-----------------|--------------------------|--------------------------|--|
| Building and Central Office Administration will attend conferences such as MASA, MEMSPA and the Principal's Summit attending break out sessions directly related to both district and building school improvement plans. Break out sessions attended with be directly related to observation and implementation of building improvement strategies such as Tier II Vocabulary, Student Engagement and intervention. The purpose of providing staff with appropriate feedback on the level of implementation will be critical to successful and ongoing implementation of building and district "best practice" strategies. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | No Funding Required | Building administration |
| Activity - K-5 Literacy/Engagement Consultant 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Utilizing Title IIA funds, a consultant will be hired for 25 days to model literacy engagement strategies to professional and paraprofessional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$8500 | Title II Part A | K-5 general education staff, paraprofessionals, and literacy engagement consultant |
| Activity - K-5 Professional Learning-Engagement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-5 staff, Special Education and Title I professional staff |
| Activity - K-5 Writing Across the Curriculum 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Curriculum Development | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | General Fund | All K-5 staff |
| Activity - Little Hornets Preschool 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Pellston Elementary School

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|--|---|--------|---------|------------|------------|-----|---------------------|--|
| Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students could be funded using the supplemental source of Title I Part A if available. | Materials, Academic Support Program, Supplemental Materials, Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | No Funding Required | Preschool director, preschool staff, and building administrator. |
|--|---|--------|---------|------------|------------|-----|---------------------|--|

| Activity - Professional Learning Full Value Agreement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$16000 | Title II Part A | All professional, paraprofessional and administrators. |

| Activity - K-5 Adaptive Schools Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-12 Leadership Team and all K-12 staff members |

| Activity - K-12 Professional Book Study -Poverty 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-5 professional staff, Title I staff, and building administrators |

Goal 3: All students will demonstrate proficiency in science 16-17.

Measurable Objective 1:

School Improvement Plan

Pellston Elementary School

A 5% increase of Fourth grade students will demonstrate a proficiency and competency on the State identified assessment in Science by 06/15/2017 as measured by State identified assessment..

Strategy 1:

Effective Feedback 16-17 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Science

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

| Activity - K-12 Professional Book Study-Poverty 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All K-12 staff |
| Activity - K-12 Adaptive Schools Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In addition to the leadership team, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-12 leadership team and professional staff |
| Activity - K-12 Professional Learning Engagement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Pellston Elementary School

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|--|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|
| In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-5 general education staff, Special Education and Title I professional staff |
|--|-----------------------|--------|-----------|------------|------------|-----|-----------------|---|

| Activity - K-12 Writing Across the Curriculum 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|-------------------|
| K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$500 | Title II Part A | All K-12 Staff |

| Activity - Professional Learning Full Value Agreement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------|------------|------------|-------------------|-------------------|--|
| Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All professional staff and department leaders. |

Strategy 2:

Supplemental Instruction 2016-17 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Science

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

School Improvement Plan

Pellston Elementary School

| Activity - K-5 Extended Learning Time 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|--------------------|--|
| During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 06/15/2016 | 06/15/2017 | \$0 | Title I Part A | Identified professional and paraprofessional staff members |
| Activity - K-5 Academic Academy Block 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-5. This academic block will be in addition to the core instructional block provided at each grade level. All students will be screened to identify individual student needs. These needs will be determined from various assessments and universal screening data. Intervention programming and student grouping will be provided based on data. Identified students will receive small group instruction on specifically identified GLCEs and/or common core state standards. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Schoolwide | Title I Professional Staff, Paraprofessionals, and General Education staff |
| Activity - K-5 Title I Family Evenings 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Title I Family Nights (1) will include information related to engaging children in science activities. | Academic Support Program, Parent Involvement | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$500 | Title I Part A | Title I professionals and paraprofessionals. |

Goal 4: All students will demonstrate proficiency in writing 16-17.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth 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 and competency in English Language Arts by 06/15/2017 as measured by State identified assessment..

Strategy 1:

Effective Feedback 16-17 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

| Activity - K-5 Professional Learning Engagement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-5 general education staff, Special Education and Title I professional staff |
| Activity - K-12 Professional Book Study-Poverty 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

School Improvement Plan

Pellston Elementary School

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|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|-----------------------------|
| Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All K-12 professional staff |
|---|-----------------------|--------|-----------|------------|------------|-----|-----------------|-----------------------------|

| Activity - K-5 Writing Across the Curriculum 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|---|
| K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-5 general education staff, special education, Title I |

| Activity - K-5 Literacy/Engagement Consultant 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| Utilizing Title IIA funds, a consultant will be hired for 25 days to model literacy engagement strategies to professional and paraprofessional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | Literacy Engagement Consultant and K-8 general education staff |

| Activity - K-5 Little Hornets Preschool 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------|------------|------------|-------------------|-------------------|---|
| Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students could be funded using the supplemental source of Title I Part A if available. | Materials, Academic Support Program, Supplemental Materials, Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Part A | Building administrator, preschool staff, preschool teachers |

| Activity - K-5 Adaptive Schools Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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School Improvement Plan

Pellston Elementary School

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|--|--|--------|-----------|------------|------------|-------------------|-------------------|---|
| In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 leadership team and all K-12 staff members |
| Activity - Professional Learning Full Value Agreement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All professional staff and department leaders |

Strategy 2:

Supplemental Instruction 2016-2017 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: English/Language Arts

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Hardcastle, Beth and Kelly Justice. 2006. Rtl and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp.

Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp.

Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

SY 2016-2017

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School Improvement Plan

Pellston Elementary School

| Activity - K-5 Extended Learning Time 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | Identified professional and paraprofessional staff |
| Activity - K-5 Academic Academy Block 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in ELA for each grade level K-5. This academic block will be in addition to the core instructional block provided at each grade level. At each grade level, students will be screened to identify individual student needs. Identified students will receive small group instruction on specifically identified informational reading standards. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Part A | Title I Professional Staff, Paraprofessionals, and General Education Teachers |

Goal 5: All students will demonstrate proficiency in social studies 16-17.

Measurable Objective 1:

A 5% increase of Fifth grade students will demonstrate a proficiency and competency in Social Studies by 06/15/2017 as measured by State identified assessment..

Strategy 1:

Effective Feedback 16-17 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Social Studies

SY 2016-2017

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Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

| Activity - K-12 Professional Learning Engagement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | K-12 staff, special education and Title I professional staff |
| Activity - K-12 Professional Book Study-Poverty 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | General Education Staff, Special Education Staff and Title I Professional Staff |
| Activity - K-5 Writing Across the Curriculum 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Academic Support Program | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All K-12 staff |
| Activity - Professional Learning Full Value Agreement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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Pellston Elementary School

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| Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title II Part A | All professional staff and department leaders |
| Activity - K-12 Adaptive Schools Professional Learning 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-12 leadership team and K-12 staff members |

Strategy 2:

Supplemental Instruction 2016-17 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Social Studies

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

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|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| Activity - K-5 Extended Learning Time 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|----------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|

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| <p>During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.</p> | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 identified professional and paraprofessional staff |
| <p>Activity - K-5 Academic Academy Block 16-17</p> | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| <p>Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-5. This academic block will be in addition to the core instructional block provided at each grade level. All students will be screened to identify individual student needs. These needs will be determined from various assessments and universal screening data. Intervention programming and student grouping will be provided based on data. Identified students will receive small group instruction on specifically identified GLCEs and/or common core state standards.</p> | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Schoolwide | Title I Professional Staff, Paraprofessional, and General Education Staff |

Goal 6: All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting. 16-17

Measurable Objective 1:

demonstrate a proficiency of learning the behavior expectations of the building. by 06/15/2017 as measured by reducing office discipline referrals by 15% as compared to the previous school year data..

Strategy 1:

Mentoring & Relationship Building - Current research supports that students, specifically those identified as economically disadvantaged, will have improved academic, behavioral and social outcomes when expectations are clear and explicitly taught by caring adult role models within the school setting. This strategy will provide

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students with the opportunity to acquire and build fluency in skill sets needed to negotiate relationships with teachers and peers in the school setting and to facilitate instructional processes.

Category: School Culture

Research Cited: Research Cited: Crone, D.A., Hawken, L.S., & Horner, R.H. (2010) Responding to problem behavior in schools: The Behavior Education Program (2nd ed.). New York, NY: Guilford Press. Downing, J.A. (2002). Individualized behavior contracts. *Intervention in School and Clinic*, 37, 168-172

Drummond, T. (1994). *The Student Risk Screening Scale (SRSS)*. Grants Pass, OR: Josephine County Mental Health Problem.

Elliott, S.N., & Gresham, F.M. (2007). *Social Skills Improvement System: Classwide intervention program guide*. Bloomington, MN: Pearson Assessments.

Tier: Tier 1

| Activity - K-12 Student Success Coordinator 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------|
| The Student Success Coordinator will identify students for behavioral support based on office discipline referrals from the previous school year. The coordinator will utilize a check-in/check-out system with identified students. The coordinator will work collaboratively with building level administrator to organize, record, and analyze office discipline referrals in an effort to proactively respond to trend and classroom referral data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$60000 | Section 31a | Student Success Coordinator |
| Activity - Student Mentor Program 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Students will be identified to participate in a student mentor program based on various forms of data (office referrals, behavioral screening scales, academic and attendance data, etc.). Staff members will serve as mentors to assist students in developing goals, role playing appropriate responses to situations, and practicing appropriate in-school behaviors/expectations. | Academic Support Program, Behavioral Support Program | Tier 2 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 staff members |
| Activity - Student Risk Screening Scale 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building. | Behavioral Support Program | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 staff and administration |
| Activity - Teaching, Education and Mentoring (TEAM) 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|--|--------|-----------|------------|------------|-----|-------|--------------------------------|
| School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 staff and Liaison Officer |
|---|--|--------|-----------|------------|------------|-----|-------|--------------------------------|

Strategy 2:

Explicit instruction of social skills and emotional regulation - Students in Kindergarten through sixth grade will explicitly be taught social emotional learning (SEL) skills within district classrooms. The Common Core State Standards implicitly embeds within the Standards social emotional skill acquisition. Skills such as "students make sense of problems and persevere in solving them" or "when constructing viable arguments, students justify their conclusions, communicate them to others, and respond to the arguments of others" and "RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events". School success is the intentional result of social emotional learning and content area learning so that ALL students will be college and/or workplace readiness.

Category: Learning Support Systems

Research Cited: Research confirms that a focus on SEL improves students' social, emotional, and academic skills. In a meta-analysis of 213 SEL programs/interventions that conducted experimental or quasi-experimental designs, Durlak and colleagues (2011) (Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432.) found that

students in SEL interventions (compared to control students) increased in social-emotional skills, attitudes towards self and others, academic achievement, and positive social behaviors, and decreased in conduct problems and emotional distress. More specifically, the meta-analysis revealed that students with SEL training gained 11 percentile points in test scores and similar gains in grades relative to students not in SEL program. These results were consistent across grade level (elementary, middle, and high schools), location (urban, rural, and suburban), and school type (schools serving ethnically and racially diverse student populations). Furthermore, they found that the effects of SEL programs were stronger when programs were implemented with fidelity. A context that supports the basic personal, social, and intellectual needs of students must be developed for successful work to be done in schools (Solomon, Battistich, Watson, Schaps, & Lewis, 2000) (Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. Social Psychology of Education, 4, 3-51.).

Tier: Tier 1

| Activity - Teaching, Education and Mentoring (TEAM) 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--------------------------------|
| School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 staff and Liaison Officer |

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| Activity - Skill Streaming Instruction 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|-------------------|-------------------------------|
| Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Fund | K-12 staff and administration |
| Activity - K-12 Student Success Coordinator 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Other | Student Success Coordinator |
| Activity - Professional Learning Full Value Agreement 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system. | Academic Support Program, Behavioral Support Program | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 staff and administration |
| Activity - K-12 Book Study, " Developing Schoolwide Programs to Prevent & Manage Problem Behaviors" 16-17 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
| Staff will do a book study on "Developing School-wide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district. | Teacher Collaboration, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | Other | K-12 Staff and Administration |
| Activity - School Improvement Conference 2016 | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |

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|---|---|--------|---------------|------------|------------|-----|-------|-------------------------|
| Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing. They will attend sessions with Eric Jensen, author of "Poor Students, Rich Teaching". This conference is directly related to work that the district has done over the last two years concerning addressing the needs of students with deficits in appropriate social skills and emotional regulation. This conference also addresses the ongoing work that the district is currently engaged in regarding behavioral support programming. | Academic Support Program, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 11/20/2016 | 11/22/2016 | \$0 | Other | District Administration |
|---|---|--------|---------------|------------|------------|-----|-------|-------------------------|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|---|--------|---------------|------------|------------|-------------------|-------------------------------|
| K-12 INTEL Math 16-17 | INTEL Math is an intensive professional learning activity that incorporates 14 days of training throughout the calendar year. Teachers learn to talk like a mathematician and incorporate rigor, relevance, and higher level thinking skills throughout daily math instruction. During the 2016-2017 school year, trained staff will participate in professional learning follow-up dates. | Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | K-12 Professional Staff |
| Student Risk Screening Scale 16-17 | All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building. | Behavioral Support Program | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff and administration |
| K-12 Math Collaborative 16-17 | K-12 Staff will participate in local and ISD math collaborative professional development during the school year. These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 professional staff |
| School Improvement Conference 2016 | Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing. They will attend sessions with Eric Jensen, author of "Poor Students, Rich Teaching". This conference is directly related to work that the district has done over the last two years concerning addressing the needs of students with deficits in appropriate social skills and emotional regulation. This conference also addresses the ongoing work that the district is currently engaged in regarding behavioral support programming. | Academic Support Program, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 11/20/2016 | 11/22/2016 | \$0 | District Administration |

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|---|---|--|--------|---------------|------------|------------|-----|--|
| K-5 Data Review 16-17 | All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as professional learning communities to review content area student achievement data. | Teacher Collaboration, Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General education staff, Title I staff and building administration |
| K-5 Adaptive Schools Professional Learning 16-17 | In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 leadership team and all K-12 staff members |
| K-12 Book Study, "Developing Schoolwide Programs to Prevent & Manage Problem Behaviors" 16-17 | Staff will do a book study on "Developing Schoolwide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district. | Teacher Collaboration, Professional Learning, Behavioral Support Program | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | K-12 Staff and Administration |
| Student Mentor Program 16-17 | Students will be identified to participate in a student mentor program based on various forms of data (office referrals, behavioral screening scales, academic and attendance data, etc.). Staff members will serve as mentors to assist students in developing goals, role playing appropriate responses to situations, and practicing appropriate in-school behaviors/expectations. | Academic Support Program, Behavioral Support Program | Tier 2 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff members |
| Teaching, Education and Mentoring (TEAM) 16-17 | School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff and Liaison Officer |
| Teaching, Education and Mentoring (TEAM) 16-17 | School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff and Liaison Officer |

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|--|---|--|--------|-----------|------------|------------|-----|--|
| K-12 Student Success Coordinator 16-17 | Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Student Success Coordinator |
| K-5 Extended Learning Time 16-17 | During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Identified professional and paraprofessional staff |

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|--|---|--|--------|-----------|------------|------------|-----|---|
| K-5 Extended Learning Time 16-17 | During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 identified professional and paraprofessional staff |
| Professional Learning Full Value Agreement 16-17 | Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system. | Academic Support Program, Behavioral Support Program | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff and administration |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--|--------|-----------|------------|------------|-------------------|-----------------------------|
| K-12 Student Success Coordinator 16-17 | The Student Success Coordinator will identify students for behavioral support based on office discipline referrals from the previous school year. The coordinator will utilize a check-in/check-out system with identified students. The coordinator will work collaboratively with building level administrator to organize, record, and analyze office discipline referrals in an effort to proactively respond to trend and classroom referral data. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$60000 | Student Success Coordinator |

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|---------------------------------------|---|--------------------------|--------|-----------|------------|------------|---------|--|
| K-3 Project First Step 16-17 | Kindergarten through 3rd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students. | Direct Instruction | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-3 General Education staff, Physical Education teacher, Title I staff |
| K-5 Americorps Literacy Support 16-17 | Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize Title I A funds to hire one person to support reading during tier 1 reading instruction for identified students. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$11000 | District/building administration and classroom teachers |
| K-5 Project First Step 16-17 | Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students. | Direct Instruction | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$37700 | K-3 General Education staff, Physical Education teacher, Title I staff |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------------------------|---|---|--------|-----------|------------|------------|-------------------|--|
| K-5 Little Hornets Preschool 16-17 | Pellston Elementary School houses two preschool-age classrooms. Most slots are funded using GSRP funds. Additional slots could be funded using the supplemental source of Title I Part A. | Materials, Academic Support Program, Supplemental Materials, Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Building administrator, preschool teacher, preschool staff |
| K-5 Title I Family Evenings 16-17 | Title I Family Nights (1) will include information related to engaging children in science activities. | Academic Support Program, Parent Involvement | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$500 | Title I professionals and paraprofessionals. |

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|------------------------------------|---|---|--------|-----------|------------|------------|-------|---|
| K-5 Academic Academy Block 16-17 | Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in ELA for each grade level K-5. This academic block will be in addition to the core instructional block provided at each grade level. At each grade level, students will be screened to identify individual student needs. Identified students will receive small group instruction on specifically identified informational reading standards. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Professional Staff, Paraprofessionals, and General Education Teachers |
| K-5 Little Hornets Preschool 16-17 | Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students could be funded using the supplemental source of Title I Part A if available. | Materials, Academic Support Program, Supplemental Materials, Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Building administrator, preschool staff, preschool teachers |
| K-5 Extended Learning Time 16-17 | During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 06/15/2016 | 06/15/2017 | \$0 | Identified professional and paraprofessional staff members |
| K-5 Title I Family Evenings 16-17 | Title I Family Nights (1) will include information related to engaging children in mathematics activities. | Academic Support Program, Parent Involvement | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$500 | Title I staff and general education staff |

School Improvement Plan

Pellston Elementary School

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| <p>K-5 Extended Learning Time 16-17</p> | <p>During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>09/01/2016</p> | <p>06/15/2017</p> | <p>\$0</p> | <p>Identified K-5 professionals and paraprofessionals</p> |
| <p>K-5 Leveled Reading Material 16-17</p> | <p>Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater have been purchased.</p> | <p>Supplemental Materials</p> | <p>Tier 2</p> | <p>Implement</p> | <p>09/01/2016</p> | <p>06/15/2017</p> | <p>\$0</p> | <p>Title I professional and paraprofessional staff, special education and general education teachers, K-5.</p> |

School Improvement Plan

Pellston Elementary School

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| K-5 Academic Academy Block 16-17 | Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-5. At each grade level, students will be screened to identify individual student needs. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$225000 | Title I professional and paraprofessional staff, general education staff |
| K-5 Extended Learning Time 16-17 | During the 2016-2017 academic year and during the summer of 2017, students in K-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Identified K-5 professional and paraprofessional staff. |

Title I Schoolwide

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

Pellston Elementary School

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|-----------------------------------|--|--|--------|-----------|------------|------------|-------|--|
| K-5 Academic Academy Block 16-17 | Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-5. This academic block will be in addition to the core instructional block provided at each grade level. All students will be screened to identify individual student needs. These needs will be determined from various assessments and universal screening data. Intervention programming and student grouping will be provided based on data. Identified students will receive small group instruction on specifically identified GLCEs and/or common core state standards. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Professional Staff, Paraprofessionals, and General Education staff |
| K-5 Title I Family Evenings 16-17 | Title I Family Nights (1) will include information related to engaging children in reading activities. | Academic Support Program, Parent Involvement | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$500 | General Education, Special Education, and Title I professionals and paraprofessionals. |
| K-5 Academic Academy Block 16-17 | Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-5. This academic block will be in addition to the core instructional block provided at each grade level. All students will be screened to identify individual student needs. These needs will be determined from various assessments and universal screening data. Intervention programming and student grouping will be provided based on data. Identified students will receive small group instruction on specifically identified GLCEs and/or common core state standards. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I Professional Staff, Paraprofessional, and General Education Staff |
| K-5 Academic Academy Block 16-17 | Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-5. This academic block will be in addition to the 60-75 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. These needs will be based on the Delta Mathematics screener, this is used with students in kindergarten through fifth grade. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards, coming from the Delta Math screener. | Academic Support Program | Tier 2 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Title I professional and paraprofessional staff, general education teachers |

School Improvement Plan

Pellston Elementary School

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--|--------|---------------|------------|------------|-------------------|--|
| K-12 Adaptive Schools Professional Learning 16-17 | In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 leadership team and K-12 staff members |
| K- 8 Eureka/Engage NY Math 16-17 Local Support | All K-8 staff will participate in local Eureka/Engage NY math professional development from our ISD math consultant in order to effectively weave the Eureka/Engage NY math strategies into daily practice. | Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | K-8 general education teachers, special education teachers, Title I and ISD math consultant. |
| K-12 Adaptive Schools Professional Learning 16-17 | In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff |
| K-5 Adaptive Schools Professional Learning 16-17 | In addition to the leadership team of ten staff members, 12 additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 Leadership Team and all K-12 staff members |
| K-5 Data Review Summary of Effectiveness 16-17 | All staff will reivev DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as professional learning communities to review content area student achievement data. | Academic Support Program | Tier 2 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General education staff, Title I professional staff and building administration |

School Improvement Plan

Pellston Elementary School

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| K-12 Adaptive Schools Professional Learning 16-17 | In addition to the leadership team, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 leadership team and professional staff |
| Skill Streaming Instruction 16-17 | Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. | Academic Support Program, Behavioral Support Program | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff and administration |
| K-5 Writing Across the Curriculum 16-17 | K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | K-5 general education staff, special education, Title I |
| K-5 Writing Across the Curriculum 16-17 | K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Curriculum Development | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | All K-5 staff |

No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|-----------------------|--------|-----------|------------|------------|-------------------|-------------------------|
| Administrative Professional Learning 16-17 | Building and Central Office Administration will attend conferences such as MASA, MEMSPA and the Principal's Summit attending break out sessions directly related to both district and building school improvement plans. Break out sessions attended with be directly related to observation and implementation of building improvement strategies such as Tier II Vocabulary, Student Engagement and intervention. The purpose of providing staff with appropriate feedback on the level of implementation will be critical to successful and ongoing implementation of building and district "best practice" strategies. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Building administration |

School Improvement Plan

Pellston Elementary School

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| Little Hornets Preschool 16-17 | Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students could be funded using the supplemental source of Title I Part A if available. | Materials, Academic Support Program, Supplemental Materials, Direct Instruction | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | Preschool director, preschool staff, and building administrator. |
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Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|--|--------|-----------|------------|------------|-------------------|---|
| Professional Learning Full Value Agreement 16-17 | Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | All professional staff and department leaders |
| K-5 Professional Learning Engagement 16-17 | In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Professional Staff Title I and General Education |
| K-12 Professional Learning Engagement 16-17 | In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-5 general education staff, Special Education and Title I professional staff |
| Professional Learning Full Value Agreement 16-17 | Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | All professional staff and department leaders. |

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| Professional Learning Full Value Agreement 16-17 | Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$16000 | All professional, paraprofessional and administrators. |
| K-12 Professional Book Study-Poverty 16-17 | Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | All K-12 staff |
| K-5 Literacy/Engagement Consultant 16-17 | Utilizing Title IIA funds, a consultant will be hired for 25 days to model literacy engagement strategies to professional and paraprofessional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$8500 | K-5 general education staff, paraprofessionals, and literacy engagement consultant |
| K-12 Writing Across the Curriculum 16-17 | K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Academic Support Program, Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$500 | All K-12 Staff |
| K-12 Professional Learning Engagement 16-17 | In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 staff, special education and Title I professional staff |
| K-5 Professional Learning 16-17 | In an effort to build teacher capacity for data teams/data analysis/remediation, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-5 General Education staff, Special Education and Title I professional staff |

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| Professional Learning Full Value Agreement 16-17 | Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | All professional staff and department leaders |
| K-12 Professional Book Study-Poverty 16-17 | Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | All K-12 professional staff |
| K-5 Professional Learning-Engagement 16-17 | In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-5 staff, Special Education and Title I professional staff |
| K-5 Literacy/Engagement Consultant 16-17 | Utilizing Title IIA funds, a consultant will be hired for 25 days to model literacy engagement strategies to professional and paraprofessional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | Literacy Engagement Consultant and K-8 general education staff |
| K-12 Professional Book Study-Poverty 16-17 | Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-12 professional staff |

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| K-12 Professional Book Study-Poverty 16-17 | Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | General Education Staff, Special Education Staff and Title I Professional Staff |
| Professional Learning Full Value Agreement 16-17 | Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system. | Teacher Collaboration, Professional Learning | Tier 1 | Monitor | 09/01/2016 | 06/15/2017 | \$0 | All professional staff and department leaders. |
| K-12 Professional Book Study -Poverty 16-17 | Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-5 professional staff, Title I staff, and building administrators |
| K-5 Professional Learning Engagement 16-17 | In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels. | Professional Learning | Tier 1 | Implement | 09/01/2016 | 06/15/2017 | \$0 | K-5 general education staff, Special Education and Title I professional staff |
| K-12 Writing Across the Curriculum 16-17 | K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Curriculum Development, Professional Learning | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | All K-5 professional staff |
| K-5 Writing Across the Curriculum 16-17 | K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking. | Academic Support Program | Tier 1 | Getting Ready | 09/01/2016 | 06/15/2017 | \$0 | All K-12 staff |