



# **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.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

**Improvement Plan Assurance**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST.	

# **Title I Schoolwide Diagnostic**



## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. 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, social studies and social/emotional regulation. 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/building has had a school improvement goal targeting the social skills and social/emotional regulation needs of our students. We have been 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. During this second year within this goal area and in SY 2017-2018

an effort to meet the needs of the students the district has added an additional part-time Special Education teacher at the elementary as well as has added a full time K-5 school counselor.

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 during the 2016 school year and will begin to meet more formally as the PBIS Team works 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 Title I support services in literacy for students in K-3 grade.
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.

## 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 for students in K-3 in the area of literacy
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

### 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

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The district added an additional school improvement goal last 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 begun 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 in the area of Literacy for students in K-3
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

### **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 was steadily increasing as measured by the MEAP due to the implementation of both the core reading program and intervention block, but dropped as measured by MSTEP. Mathematics scores have been unstable in the elementary building for several years as measured by both MEAP and MSTEP. Throughout the last four years, the elementary building has had several new teachers (40% of the professional teaching staff). Although high stakes assessment scores stagnated for a time, measures have been implemented that are showing improvement in instructional ability and confidence among staff and students. We are continuing to utilize our core reading series, a new literacy coach, new Eureka Math curriculum and more professional learning and mentoring opportunities for probationary staff. 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 some 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 2016-2017 school year, Pellston Elementary had two teachers leave the elementary building. For the fall of 2017 the elementary building will have a new third grade teacher that is being moved from a fifth grade position at the middle school and will hire one more new teacher.

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

We have 11 general education teachers, 2 FTE elective teachers, 1.5 FTE Special Education teachers and 1 FTE Title I teacher at the elementary level. Three teachers have been teaching 0-3 years; Five teachers have been teaching 4-8 years; one teachers have been teaching 9-15 years; and seven 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 (2012-2014). 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.**

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SY 2017-2018



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The turnover rate in regard to teachers is not perceived to be an issue at Pellston Schools. Numerous excellent candidates have expressed 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		Professional Development Plan 2017-2018

## **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.

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	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		Parent Involvement Plan 2017-2018

**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

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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.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Compact 2017-2018

**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 2017-2018, 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.



# **Plan for School Year 2017-2018**

## Overview

### Plan Name

Plan for School Year 2017-2018

### Plan Description

SIP 2017-2018

## 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 2017-2018.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$2000
2	All students will demonstrate proficiency in reading 2017-2018.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$303700
3	All students will demonstrate proficiency in science 2017-2018.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$3500
4	All students will demonstrate proficiency in writing 2017-2018.	Objectives: 1 Strategies: 2 Activities: 6	Academic	\$0
5	All students will demonstrate proficiency in social studies 2017-2018.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting. 2017-2018	Objectives: 1 Strategies: 2 Activities: 15	Organizational	\$64500

## Goal 1: All students will demonstrate proficiency in mathematics 2017-2018.

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency and competency in Mathematics by 06/15/2018 as measured by the State identified assessment. .

### Strategy 1:

Effective Feedback 2017-2018 - 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- 8 Eureka Math Modules 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 staff will participate in local ongoing Eureka Math professional development from our ISD Math Consultant with a purpose of more deeply understanding its content and with a purpose of mapping out the Eureka Math curriculum/Modules in order to complete/master grade level curriculum.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	General Fund	K-8 general education teachers, special education teachers, Title I and ISD math consultant, building administrator
Activity - K-5 Professional Learning 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible



## School Improvement Plan

Pellston Elementary School

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	09/01/2017	06/30/2018	\$0	Title II Part A	K-5 General Education staff, Special Education and Title I professional staff
<b>Activity - K-12 Math Collaborative 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-5 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	09/01/2017	06/30/2018	\$0	Other	K-5 professional staff
<b>Activity - K-5 Little Hornets Preschool 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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, At-Risk funds as well as in-kind funds.	Academic Support Program, Materials, Supplemental Materials, Direct Instruction	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Title I Part A	Building administrator, preschool teacher, preschool staff
<b>Activity - Professional Learning Full Value Agreement 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Title II Part A	All professional staff and department leaders.
<b>Activity - K-5 Professional Learning Engagement 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

## School Improvement Plan

Pellston Elementary School

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	09/01/2017	06/30/2018	\$0	Title II Part A	Professional Staff Title I and General Education
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### Strategy 2:

Supplemental Instruction 2017-2018 - 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 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	06/30/2018	\$0	Title I Part A	Identified K-5 professionals and paraprofessionals

Activity - K-5 IXL Math 2017-2018	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

Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core. Students will be identified by Delta Math screener and classroom unit test results.	Technology	Tier 2	Implement	09/01/2017	06/30/2018	\$1500	Title I Part A	General education teachers K-5, Title I staff and paraprofessionals
<b>Activity - K-5 Academic Academy Block 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-3 and 4-5. 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	09/01/2017	06/30/2018	\$0	Title I Schoolwide	Title I professional and paraprofessional staff, general education teachers
<b>Activity - K-5 Data Review 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2017	06/30/2018	\$0	Other	General education staff, Title I staff and building administration
<b>Activity - K-3 Project First Step 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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	09/01/2017	06/30/2018	\$0	Section 31a	K-3 General Education staff, Physical Education teacher, Title I staff

## School Improvement Plan

Pellston Elementary School

Activity - K-5 Title I Family Evenings 2017-2018	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	09/01/2017	06/30/2018	\$500	Title I Part A	Title I staff and general education staff

## Goal 2: All students will demonstrate proficiency in reading 2017-2018.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency and competency in reading in English Language Arts by 06/15/2018 as measured by State identified assessment..

### Strategy 1:

Supplemental Instruction 2017-2018 - 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.

## School Improvement Plan

Pellston Elementary School

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

Tier: Tier 2

Activity - K-5 Leveled Reading Material 2017-2018	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	09/01/2017	06/15/2018	\$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 2017-2018	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	09/01/2017	06/15/2018	\$37700	Section 31a	K-3 General Education staff, Physical Education teacher, Title I staff

## School Improvement Plan

Pellston Elementary School

Activity - K-5 Academic Academy Block 2017-2018	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 20-30 minute intervention in reading for each grade level K-5 with an initial primary focus of K-3. At each grade level, students will be screened (initial assessment) to identify individual student needs and for students identified as needing additional support additional diagnostic screening (extensive screening) will be completed. 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	09/01/2017	06/15/2018	\$225000	Title I Part A	Title I professional and paraprofessional staff, general education staff
Activity - K-5 Data Review Summary of Effectiveness 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will reivew 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 in a formal review. Additionally, staff will meet for additional data reviews in a more informal setting with literacy coach, ISD Literacy Consultant and building administrator in between screening with a purpose of reviewing student response to intervention.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	General Fund	General education staff, Title I professional staff and building administration
Activity - K-5 Americorps Literacy Support 2017-2018	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 supplemental funds to hire one person to support reading during Tier II reading instruction for identified students.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$11000	Section 31a	District/building administration and classroom teachers
Activity - K-5 Title I Family Evenings 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Pellston Elementary School

Title I Family Nights (1) will include information related to engaging children in reading activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I Schoolwide	General Education, Special Education, and Title I professionals and paraprofessionals.
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Activity - K-5 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2017-2018 academic year and after school and during the summer of 2018, students in K-3 and 4-5 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	09/01/2017	08/31/2018	\$0	Title I Part A	Identified K-5 professional and paraprofessional staff.

### Strategy 2:

Effective Feedback 2017-2018 - 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).

# School Improvement Plan

Pellston Elementary School

Tier: Tier 1

Activity - Administrative Professional Learning 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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	09/01/2017	06/15/2018	\$0	No Funding Required	Building administration

Activity - K-5 Literacy/Engagement Consultant 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Supplemental funds, a consultant will be hired 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. The Consultant will work directly with paraprofessionals on modeling/implementation of research-based intervention materials, such as Road to the Code and Leveled Literacy Intervention Kits with a specific focus on fidelity of implementation with a purpose of using accurate data to determine student response to intervention. As part of the new legislation with Third Grade Reading Proficiency, Title I professional staff will actively measure student response to interventions applied using a matrix to determine other options for students that are not appropriately responding to current strategies.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$8500	Title II Part A	K-5 general education staff, paraprofessionals, and literacy engagement consultant

Activity - K-5 Professional Learning-Engagement 2017-2018	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

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	09/01/2017	06/15/2018	\$0	Title II Part A	K-5 staff, Special Education and Title I professional staff
<b>Activity - Little Hornets Preschool 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students could potentially be funded using the supplemental funding sources.	Academic Support Program, Materials, Supplemental Materials, Direct Instruction	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	No Funding Required	Preschool director, preschool staff, and building administrator.
<b>Activity - Professional Learning Full Value Agreement 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$16000	Title II Part A	All professional, paraprofessional and administrators.
<b>Activity - ISD Literacy Coach</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The ISD will provide a reading coach for the 2017-2018 school year. The purpose of this coach is to support a quality implementation of the Essentials document. The coach will be modeling inside classrooms as well as providing time for Professional Development for K-3 staff.	Academic Support Program	Tier 1	Implement	09/01/2017	06/30/2018	\$5000	Section 31a	K-3 reading staff and building and district level administration

### Goal 3: All students will demonstrate proficiency in science 2017-2018.

#### Measurable Objective 1:

## School Improvement Plan

Pellston Elementary School

A 10% increase of Fourth grade students will demonstrate a proficiency and competency on the State identified assessment in Science by 06/15/2018 as measured by State identified assessment..

### Strategy 1:

Effective Feedback 2017-2018 - 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 Learning Engagement 2017-2018	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 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 - Professional Learning Full Value Agreement 2017-2018	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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Title II Part A	All professional staff and department leaders.
Activity - NGSS Curriculum Implementation 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## School Improvement Plan

Pellston Elementary School

Staff will utilize the K-12 Next Generation Science Standards (NGSS) for K-5 as the source for teaching science. Staff will use resources developed by states that have adopted the NGSS as a source for Teacher Guides, Materials, Trade Books and lessons. Staff will specifically focus on Science and Engineering Practices, Disciplinary Core Ideas and Cross Cutting Concepts as lessons are developed and taught.	Curriculum Development	Tier 1	Implement	09/01/2017	06/15/2018	\$3000	General Fund	K-5 General Education Staff and Building Administration
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### Strategy 2:

Supplemental Instruction 2017-2018 - 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

Activity - K-5 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	08/31/2018	\$0	Title I Part A	Identified professional and paraprofessional staff members

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Activity - K-5 Academic Academy Block 2017-2018	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-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Title I Schoolwide	Title I Professional Staff, Paraprofessionals, and General Education staff
Activity - K-5 Title I Family Evenings 2017-2018	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	09/01/2017	06/15/2018	\$500	Title I Part A	Title I professionals and paraprofessionals.

## Goal 4: All students will demonstrate proficiency in writing 2017-2018.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency and competency in English Language Arts by 06/15/2018 as measured by State identified assessment..

### Strategy 1:

Effective Feedback 2017-2018 - 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).

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Tier: Tier 1

Activity - K-5 Professional Learning Engagement 2017-2018	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	09/01/2017	06/15/2018	\$0	Title II Part A	K-5 general education staff, Special Education and Title I professional staff
Activity - K-5 Literacy/Engagement Consultant 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing supplemental funds, a consultant will be hired 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	09/01/2017	06/15/2018	\$0	Title II Part A	Literacy Engagement Consultant and K-8 general education staff
Activity - K-5 Little Hornets Preschool 2017-2018	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 will be funded using in-kind and supplemental funding sources.	Academic Support Program, Materials, Supplemental Materials, Direct Instruction	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Title I Part A	Building administrator, preschool staff, preschool teachers
Activity - Professional Learning Full Value Agreement 2017-2018.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Title II Part A	All professional staff and department leaders
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### Strategy 2:

Supplemental Instruction 2017-2018 - 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

Activity - K-5 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Other	Identified professional and paraprofessional staff
Activity - K-5 Academic Academy Block 2017-2018	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 ELA for each grade level K-3 and 4-5. 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.</p>	Academic Support Program	Tier 2	Monitor	09/01/2017	06/15/2018	\$0	Title I Part A	Title I Professional Staff, Paraprofessionals, and General Education Teachers

## Goal 5: All students will demonstrate proficiency in social studies 2017-2018.

### Measurable Objective 1:

A 5% increase of Fifth grade students will demonstrate a proficiency and competency in Social Studies by 06/15/2018 as measured by State identified assessment..

### Strategy 1:

Effective Feedback 2017-2018 - 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

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom

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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 2017-2018	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	09/01/2017	06/15/2018	\$0	Title II Part A	K-12 staff, special education and Title I professional staff
Activity - Professional Learning Full Value Agreement 2017-2018	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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Title II Part A	All professional staff and department leaders

### Strategy 2:

Supplemental Instruction 2017-2018 - 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 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Other	K-12 identified professional and paraprofessional staff
Activity - K-5 Academic Academy Block 2017-2018	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-3 and 4-5. 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	09/01/2017	06/15/2018	\$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. 2017-2018

### Measurable Objective 1:

demonstrate a proficiency of learning the behavior expectations of the building. by 06/15/2018 as measured by reducing office discipline referrals by 15% as compared to the previous school year data..

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### 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 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 2017-2018	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 (ODR) from the previous school year. The coordinator will utilize a variety of Tier II strategies such as 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	09/01/2017	06/15/2018	\$60000	Section 31a	Student Success Coordinator

Activity - Student Mentor Program 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the continued development of a Peer Mentoring Program staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, 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	Implement	09/01/2017	06/15/2018	\$0	Other	K-12 staff members, Counselors

Activity - Student Risk Screening Scale 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All professional staff will use the Student Risk Screener Scale (SRSS) to identify social/emotional needs of students with the classroom, grade level and building. Building level counselor will be used as a source for Tier II students in need of behavior/SEL support. Tier II and Tier III students, where appropriate will be referred to the on-site Hornet Health Center.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Other	K-12 staff and administration, Counselor, Hornet Health Center
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Activity - Teaching, Education and Mentoring (TEAM) 2017-2018	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	09/01/2017	06/15/2018	\$0	Other	K-12 staff and Liaison Officer

Activity - Mental Health First Aid 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Professional Development titled "Mental Health First Aid" will be provided by the local Health Department. This professional development provides staff with strategies to respond to student crisis including but not limited to parental incarceration, substance abuse and addiction.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$1000	Title II Part A	K-12 Staff, administration, counselors

### Strategy 2:

Explicit Instruction of Social Skills and Emotional Regulation 2017-2018 - 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

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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) 2017-2018	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	09/01/2017	06/15/2018	\$0	Other	K-12 staff and Liaison Officer

Activity - Skillstreaming Instruction 2017-2018	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. Skillstreaming will be used with students identified through SRSS and students with Behavior Intervention Plans.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	General Fund	Counselor, Special Education Teachers

Activity - K-12 Student Success Coordinator 2017-2018	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 variety of Tier II strategies such as check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze ODRs in an effort to proactively respond to trend and classroom referral data.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Other	Student Success Coordinator

Activity - Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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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	09/01/2017	06/15/2018	\$0	Other	K-12 staff and administration
<b>Activity - K-12 Book Study, " Developing Schoolwide Programs to Prevent &amp; Manage Problem Behaviors" 16-17</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
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.	Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	Other	K-12 Staff and Administration
<b>Activity - School Improvement Conference 2017</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	Other	District Administration
<b>Activity - Positive Behavioral Interventions and Supports 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Pellston Elementary School (PreK-5) is a participant in a MiBLSI PBIS Grant acquired by the CharEm ISD. Pellston has in the past been a MiBLSI School participant is participating as a Refresher School within this grant. Many of the components of PBIS are currently partially in place within the building. Participation in this two year grant will enable the building to rebuild and expand structures that in the past have been in place. This grant will address all tiers of behavior within the building.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Other	Pre-K-5 staff, counselors, administrators
<b>Activity - School Counselor 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>

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Pellston Elementary School will utilize a school counselor in an effort to provide support to students identified through the SRSS screening as having social skill/coping deficits.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Title I Part A	School Counselor
<b>Activity - Michigan Health Model 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
K-5 staff will be trained and provide instruction to students using the Michigan Health Model. Within this model staff will explicitly teach using lessons provided, Character Education, to students.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$500	Title II Part A	K-5 staff, counselor, administration
<b>Activity - Social Emotional Learning Curriculum 2017-2018</b>	<b>Activity Type</b>	<b>Tier</b>	<b>Phase</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
The district will purchase a core Social Emotional Learning Curriculum that focuses on the five skill areas within the Framework for Systematic Social and Emotional Learning (Core Competencies): self management, self awareness, social awareness, relationship skills and responsible decision making. Implementation of the core program will be explicitly taught by each grade level teacher. For students identified as needing additional support with the core competencies, the K-5 school counselor will continue small group instruction/re-teaching for these students.	Behavioral Support Program	Tier 2	Getting Ready	09/01/2017	06/30/2018	\$3000	Section 31a	K-5 staff, school counselor and building administrator

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mental Health First Aid 2017-2018	K-12 Professional Development titled "Mental Health First Aid" will be provided by the local Health Department. This professional development provides staff with strategies to respond to student crisis including but not limited to parental incarceration, substance abuse and addiction.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$1000	K-12 Staff, administration, counselors
Professional Learning Full Value Agreement 2017-2018	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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	All professional staff and department leaders
Professional Learning Full Value Agreement 2017-2018	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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	All professional staff and department leaders.
Professional Learning Full Value Agreement 2017-2018.	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 walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	All professional staff and department leaders

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K-5 Professional Learning-Engagement 2017-2018	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	09/01/2017	06/15/2018	\$0	K-5 staff, Special Education and Title I professional staff
Professional Learning Full Value Agreement 2017-2018	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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	All professional staff and department leaders.
K-5 Literacy/Engagement Consultant 2017-2018	Utilizing supplemental funds, a consultant will be hired 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	09/01/2017	06/15/2018	\$0	Literacy Engagement Consultant and K-8 general education staff
Michigan Health Model 2017-2018	K-5 staff will be trained and provide instruction to students using the Michigan Health Model. Within this model staff will explicitly teach using lessons provided, Character Education, to students.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$500	K-5 staff, counselor, administration
K-5 Professional Learning Engagement 2017-2018	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	09/01/2017	06/30/2018	\$0	Professional Staff Title I and General Education



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K-5 Literacy/Engagement Consultant 2017-2018	Utilizing Supplemental funds, a consultant will be hired 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. The Consultant will work directly with paraprofessionals on modeling/implementation of research-based intervention materials, such as Road to the Code and Leveled Literacy Intervention Kits with a specific focus on fidelity of implementation with a purpose of using accurate data to determine student response to intervention. As part of the new legislation with Third Grade Reading Proficiency, Title I professional staff will actively measure student response to interventions applied using a matrix to determine other options for students that are not appropriately responding to current strategies.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$8500	K-5 general education staff, paraprofessionals, and literacy engagement consultant
Professional Learning Full Value Agreement 2017-2018	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.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2017	06/15/2018	\$16000	All professional, paraprofessional and administrators.
K-12 Professional Learning Engagement 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 staff, special education and Title I professional staff
K-12 Professional Learning Engagement 2017-2018	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

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K-5 Professional Learning 2017-2018	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	09/01/2017	06/30/2018	\$0	K-5 General Education staff, Special Education and Title I professional staff
K-5 Professional Learning Engagement 2017-2018	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	09/01/2017	06/15/2018	\$0	K-5 general education staff, Special Education and Title I professional staff

### Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Extended Learning Time 2017-2018	During the 2017-2018 academic year and after school and during the summer of 2018, students in K-3 and 4-5 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	09/01/2017	08/31/2018	\$0	Identified K-5 professional and paraprofessional staff.

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K-5 Extended Learning Time 2017-2018	During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	06/30/2018	\$0	Identified K-5 professionals and paraprofessionals
K-5 Little Hornets Preschool 2017-2018	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, At-Risk funds as well as in-kind funds.	Academic Support Program, Materials, Supplemental Materials, Direct Instruction	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Building administrator, preschool teacher, preschool staff
K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 20-30 minute intervention in reading for each grade level K-5 with an initial primary focus of K-3. At each grade level, students will be screened (initial assessment) to identify individual student needs and for students identified as needing additional support additional diagnostic screening (extensive screening) will be completed. 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	09/01/2017	06/15/2018	\$225000	Title I professional and paraprofessional staff, general education staff

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K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in ELA for each grade level K-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Title I Professional Staff, Paraprofessionals, and General Education Teachers
K-5 Title I Family Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2017	06/30/2018	\$500	Title I staff and general education staff
K-5 Leveled Reading Material 2017-2018	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	09/01/2017	06/15/2018	\$0	Title I professional and paraprofessional staff, special education and general education teachers, K-5.

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K-5 Little Hornets Preschool 2017-2018	Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students will be funded using in-kind and supplemental funding sources.	Academic Support Program, Materials, Supplemental Materials, Direct Instruction	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Building administrator, preschool staff, preschool teachers
K-5 Title I Family Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in science activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I professionals and paraprofessionals.
K-5 IXL Math 2017-2018	Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core. Students will be identified by Delta Math screener and classroom unit test results.	Technology	Tier 2	Implement	09/01/2017	06/30/2018	\$1500	General education teachers K-5, Title I staff and paraprofessionals
K-5 Extended Learning Time 2017-2018	During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	08/31/2018	\$0	Identified professional and paraprofessional staff members
School Counselor 2017-2018	Pellston Elementary School will utilize a school counselor in an effort to provide support to students identified through the SRSS screening as having social skill/coping deficits.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	School Counselor

## School Improvement Plan

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### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Behavioral Interventions and Supports 2017-2018	Pellston Elementary School (PreK-5) is a participant in a MiBLSI PBIS Grant acquired by the CharEm ISD. Pellston has in the past been a MiBLSI School participate is participating as a Refresher School within this grant. Many of the components of PBIS are currently partially in place within the building. Participation in this two year grant will enable the building to rebuild and expand structures that in the past have been in place. This grant will address all tiers of behavior within the building.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Pre-K-5 staff, counselors, administrators
Professional Learning Full Value Agreement 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 staff and administration
Student Mentor Program 2017-2018	Through the continued development of a Peer Mentoring Program staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, 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	Implement	09/01/2017	06/15/2018	\$0	K-12 staff members, Counselors

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K-5 Extended Learning Time 2017-2018	During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Identified professional and paraprofessional staff
Student Risk Screening Scale 2017-2018	All professional staff will use the Student Risk Screener Scale (SRSS) to identify social/emotional needs of students with the classroom, grade level and building. Building level counselor will be used as a source for Tier II students in need of behavior/SEL support. Tier II and Tier III students, where appropriate will be referred to the on-site Hornet Health Center.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	K-12 staff and administration, Counselor, Hornet Health Center
K-12 Student Success Coordinator 2017-2018	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a variety of Tier II strategies such as check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze ODRs in an effort to proactively respond to trend and classroom referral data.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Student Success Coordinator
School Improvement Conference 2017	Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing.	Academic Support Program, Professional Learning, Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	District Administration

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Teaching, Education and Mentoring (TEAM) 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 staff and Liaison Officer
K-5 Data Review 2017-2018	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.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2017	06/30/2018	\$0	General education staff, Title I staff and building administration
K-12 Math Collaborative 2017-2018	K-5 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	09/01/2017	06/30/2018	\$0	K-5 professional staff
Teaching, Education and Mentoring (TEAM) 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 staff and Liaison Officer
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.	Professional Learning, Behavioral Support Program, Teacher Collaboration	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	K-12 Staff and Administration



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K-5 Extended Learning Time 2017-2018	During the 2017-2018 academic year and during the summer of 2018, students in K-3 and 4-5 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-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	K-12 identified professional and paraprofessional staff
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
ISD Literacy Coach	The ISD will provide a reading coach for the 2017-2018 school year. The purpose of this coach is to support a quality implementation of the Essentials document. The coach will be modeling inside classrooms as well as providing time for Professional Development for K-3 staff.	Academic Support Program	Tier 1	Implement	09/01/2017	06/30/2018	\$5000	K-3 reading staff and building and district level administration
K-3 Project First Step 2017-2018	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	09/01/2017	06/30/2018	\$0	K-3 General Education staff, Physical Education teacher, Title I staff

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K-12 Student Success Coordinator 2017-2018	The Student Success Coordinator will identify students for behavioral support based on office discipline referrals (ODR) from the previous school year. The coordinator will utilize a variety of Tier II strategies such as 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	09/01/2017	06/15/2018	\$60000	Student Success Coordinator
K-5 AmeriCorps Literacy Support 2017-2018	Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize supplemental funds to hire one person to support reading during Tier II reading instruction for identified students.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$11000	District/building administration and classroom teachers
Social Emotional Learning Curriculum 2017-2018	The district will purchase a core Social Emotional Learning Curriculum that focuses on the five skill areas within the Framework for Systematic Social and Emotional Learning (Core Competencies): self management, self awareness, social awareness, relationship skills and responsible decision making. Implementation of the core program will be explicitly taught by each grade level teacher. For students identified as needing additional support with the core competencies, the K-5 school counselor will continue small group instruction/re-teaching for these students.	Behavioral Support Program	Tier 2	Getting Ready	09/01/2017	06/30/2018	\$3000	K-5 staff, school counselor and building administrator
K-5 Project First Step 2017-2018	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	09/01/2017	06/15/2018	\$37700	K-3 General Education staff, Physical Education teacher, Title I staff

### No Funding Required

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

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Administrative Professional Learning 2017-2018	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	09/01/2017	06/15/2018	\$0	Building administration
Little Hornets Preschool 2017-2018	Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students could potentially be funded using the supplemental funding sources.	Academic Support Program, Materials, Supplemental Materials, Direct Instruction	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Preschool director, preschool staff, and building administrator.

### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-3 and 4-5. 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	09/01/2017	06/30/2018	\$0	Title I professional and paraprofessional staff, general education teachers

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K-5 Title I Family Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in reading activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2017	06/15/2018	\$500	General Education, Special Education, and Title I professionals and paraprofessionals.
K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Title I Professional Staff, Paraprofessionals, and General Education staff
K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level K-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Title I Professional Staff, Paraprofessional, and General Education Staff

### General Fund

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

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K- 8 Eureka Math Modules 2017-2018	All K-8 staff will participate in local ongoing Eureka Math professional development from our ISD Math Consultant with a purpose of more deeply understanding its content and with a purpose of mapping out the Eureka Math curriculum/Modules in order to complete/master grade level curriculum.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	K-8 general education teachers, special education teachers, Title I and ISD math consultant, building administrator
NGSS Curriculum Implementation 2017-2018	Staff will utilize the K-12 Next Generation Science Standards (NGSS) for K-5 as the source for teaching science. Staff will use resources developed by states that have adopted the NGSS as a source for Teacher Guides, Materials, Trade Books and lessons. Staff will specifically focus on Science and Engineering Practices, Disciplinary Core Ideas and Cross Cutting Concepts as lessons are developed and taught.	Curriculum Development	Tier 1	Implement	09/01/2017	06/15/2018	\$3000	K-5 General Education Staff and Building Administration
Skillstreaming Instruction 2017-2018	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Skillstreaming will be used with students identified through SRSS and students with Behavior Intervention Plans.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Counselor, Special Education Teachers
K-5 Data Review Summary of Effectiveness 2017-2018	All staff will review 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 in a formal review. Additionally, staff will meet for additional data reviews in a more informal setting with literacy coach, ISD Literacy Consultant and building administrator in between screening with a purpose of reviewing student response to intervention.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	General education staff, Title I professional staff and building administration