



School Improvement Plan

Pellston Middle/High School

Pellston Public Schools

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Pellston Middle/High School is comprised of 287 students grades 6 through grades 12 and is situated in northern lower Michigan. Amidst the largest bussing district in lower Michigan, Pellston is economically challenged in part because of the seasonal make-up of its community and residents. With limited manufacturing jobs local to the area, many people rely heavily on the seasonal jobs provided as the result of service/tourist driven economy. This proves especially challenging for our families and their ability to sustain steady income throughout the school year. The result is nearly 82% of our students qualify for free and reduced lunch, and an area ravaged by poverty. This presents challenges in and of itself when considering the poverty, and is at the root of many academic struggles and is unique to our district. Given the economic make-up of the area, many people work outside of the city limits in areas that cater more heavily to industry or tourists alike. This presents the issue of many staff and families alike do not live immediately in the district which impacts the culture of the school in some ways. Thus, the unique challenge is developing an identity and culture within our school district in addition to increasing academic achievement amidst the economic challenges that plague our families. Our district will continue to consider how we can increase student engagement by making our instruction intentional and purposeful with careful consideration given to relevance and real-life application for our students.

School's Purpose

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

Vision Statement

Pellston Middle/High School believes that our task as a school is to structure the learning environment so that all students learn and develop their unique skills and talents.

Mission Statement

Our mission is to aid in the healthy development of each child's mind and body, emphasizing self-respect, positive attitudes, and high self-esteem in preparation for a successful life.

Beliefs Statement

Competence, Excellence, Creativity

Challenged by the sheer size of our staff and the shortages created within a district of our size, we seek to offer a comprehensive education that supports students of all sorts and talents. This is particularly challenging with the amount of shared staff amongst our buildings though we will continue to be creative with our schedule in order to provide our students with the finest education we can offer. We have sought to offer dual enrollment opportunities while providing classes within various vocations and arts. We will continue to offer an education that is relevant and engaging to ALL students. Student engagement will continue to be a focus for our district, creating an environment where learning is visible and mandatory.

Notable Achievements and Areas of Improvement

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

Our school has seen considerable growth with regard to our overall school scorecard. Through building initiatives and efforts to institute interventions and Tier II vocabulary strategies, our Top-to-Bottom Ranking has risen from the 21st percentile to 40th. In 2015 we were identified as a "Beating the Odds" school by Bridge Magazine for our performance on standardized tests despite the economic hardship of our community. We have identified our graduation rate as a significant area of concern, and have taken steps toward correcting this problem including better ways of tracking prior year cohorts of students and their graduation progress as well as taking steps as a staff toward creating a credit recovery program to reduce the amount of student failures in an effort to curb students falling dramatically behind. Our current Graduation Rate rests at about 89% (up from the prior rate of 80%) and our drop out rate rests at about 11% total. As a district, we realize that our work is nowhere near satisfactory, and as a staff we are striving to increase the number of students whom will be deemed college ready in our schools. We are also seeking to dramatically increase the number of students that are Algebra ready. We are progressing with our Math Intervention program at the middle school in order to provide intervention to our students whom are below grade level in a given area in mathematics. In response to the higher levels of student failures in the area of Math and English, we have devised a plan to create a hybrid block schedule whereas extended periods are provided to give the teachers-students a longer period of time to support guided learning and independent practice. Our goal is to better support our families in support of educating our students in the core areas of math and English.

Additional Information

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

It is important to recognize the shift in curriculum that is well underway within the states as well as our district. We are focusing on the basics, tactics and strategies that are tried and true in terms of student achievement. Besides the emphasis on student engagement, our stakeholders should notice an intentional shift toward instructional practices that incorporate a great deal more writing and discussion within our classrooms. These efforts will continue as we are encouraged by the progress we have made as a district. It should be noted that a shift in the type of reading that will be occurring within our classrooms, with a shift from literary works to informational texts with an increase in text complexity. Noteworthy is the amount of writing that will be occurring within the classrooms, and across curriculums as we continue work with engagement strategies centered around note-taking strategies as well as the continued utilization of the likes of ChromeBooks and Google applications. In addition, we will begin to revamp our curriculum maps to ensure the logistical ascension from grade to grade and across grade levels in the learning of our students.

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

Our stakeholders were involved in the creation of the SIP in a variety of ways. Through DSIT, town-hall style parent meetings, and through lead teachers and department heads, we have listened and discussed as a staff the direction we feel our district must take. We have carefully analyzed the concerns from our community while incorporating our achievement data in order to devise a plan for how we can both meet the concerns for our community members and parents while meeting the achievement standards that are necessary for our school and our students.

In response to community concerns, we have organized our lead teachers to assist in the creation of the professional development plan. We have conducted walk-through observations within our ISD and our district and have identified student engagement as an area of improvement. The lead teachers and administration have worked collaboratively to enlist ideas and create a protocol for how the district will work to ensure student engagement K-12. We have since discussed in our staff meetings as well as provided support via PD at year's end, and will continue to provide time within staff and department meetings. We have pursued to endeavor of improved culture within our buildings through the development of a common language (FVA - Full Value Agreement) and enlisted the leadership of teachers that have been trained to lead this district initiative. Our goal has been to build teacher/administrator/community relationships through our work with Camp Daggett staff around this culture piece.

Communication is often an issue amongst our families and a staff that at times can be taxed for time. We continue to streamline our means of communication in order to make them more efficient. The adoption of a middle/high school newsletter has been an improvement in terms of communicating highlights of happenings and events occurring in our buildings. We have encouraged the use of mass emails, implementation and use of PowerSchool, as well as other platforms such as Remind (mass texting service), Edmodo, Google Classroom, class websites, etc. We will continue to survey and seek means to communicate with our families.

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

Our representation from stakeholders have come in a variety of ways. We have extended ourselves to our parents and community members through the active involvement of our PTO, as well as town-hall style meetings where parents have discussed concerns for our school, particularly with regard to our middle school. We have also made it a priority to involve parents via open invitation to take part in our technology meetings as well as our DSIT meetings. There they, in addition to administration and staff, have expressed concerns for where our technology money is being spent, and how to best utilize that money to provide the most impact on student achievement. These initiatives are aligned very closely with our overarching goal to increase student engagement k-12 as well as being purposeful and intentional with regard to the adoption of strategies. Our stakeholders have been incremental in guiding our decision making in these initiatives and we will continue to find ways to involve the members of the Pellston community.

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

Our stakeholders will be informed of the final improvement plan through DSIT meetings as well as staff meetings. Our teachers specific goals within department were reflected within the plan via their input, and will be regularly discussed as we use the plan to ensure fidelity throughout the school year. Our community members, parents, and staff will be regularly addressed in these settings with regard to the SIP, as well as discussing various goals from the plan where appropriate in newsletters, website, etc. Our administration intends to address parents via our annual open house(annually) as well as through parent/student scorecard meetings (annually), newsletters (every other month), mass texting(spontaneously), etc.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Our three year enrollment data is alarming but resembles that of the ISD as a whole. Three years ago, our enrollment 6-12 rested at 393 students while we anticipate 287 6-12 students this fall. We are challenged with providing students a comprehensive education and programming while maintaining a fiscally responsible approach to staffing and programming moving forward. Great consideration must be given to the classes offered, the size of sections, and how to remain competitive in our educational landscape of students homeschooling or school of choice. We have taken steps to ensure compliance with personal curriculums as well as opportunities for seat time waivers to encourage students and their families to fully utilize the resources of their local district.

Student Demographic Data

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

Our overall attendance data is encouraging with regard to overall attendance though concerns remain for the chronically absent students. The past two years data suggests that we are trending slightly downward from the adoption of the newest attendance model two years ago when we peaked at about 85%. Our chronically absent percentage has continued to climb despite our efforts from 22% to about 42%. We have the challenge of implementing our policy with fidelity as well as educating our students and families about the importance of regular attendance. We intend to review policy and consider ways to ensure that truancy is petitioned where appropriate as well as ensuring the mediation process where appropriate.

Student Demographic Data

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

Our three year trend in discipline indicates that we have concerns moving forward; however, our most recent year has shown a sharp decline in suspensions for violations of school conduct. Whereas in the years prior to 2015-16 we had multiple suspensions of the long-term variety, our buildings reduced that number to zero this past year. Our challenge is to continue this work to teach behavior and social skills in order to continue this progress. The more our students understand their surroundings and their relationships, the more likely we can continue this trend.

Student Demographic Data

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

We are working with a curriculum in a strategic effort to curb behavior through social supports and supplemental instruction. Grades 3-9 and special education services will include instruction in Skill Streaming to develop basic and advanced skills for our adolescents in how to
SY 2016-2017

conduct conversations on up to applying for a job and preparing for an interview. Students within the middle school will receive 9 weeks of education related specifically to this work within their elective coursework. The goal is to increase student capacity to socially and behaviorally make good decisions and conduct themselves in the proper fashion even when presented with elevated situations.

Teacher/School Leader(s) Demographic Data

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

Our administrative team has a wide array of experiences from years past. Certainly these experiences have an impact on the performance of each of the individuals and the overall school, and as we have seen, policies and initiatives adopted by our schools and staff have had a positive impact on student achievement and culture in our buildings as evidenced by MEAP/MME/SAT and our overall culture and downward trend of student discipline. As a team, the key is the fidelity to which we lead these initiatives and our work with our staff and students. The most well intentions can fall apart where follow through is lacking.

Teacher/School Leader(s) Demographic Data

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

Our staff has endured a large amount of turnover these past few years which certainly can have a both a negative and positive impact. The new teachers (1-3 years experience) represent 20% of our current staff. The struggle is for them to refine their teachings and practice while seeking to formulate authentic relationships with our students. From a practice standpoint, a seasoned teacher has a great many tools that come with their experience in perfecting their craft. Our concern isn't as much for the content to be taught as much as the ability of these newer staff to access all of the information necessary for them to both teach as well as be informed of district initiatives. These are viable concerns when considering the potential negative impact impact should a newer teacher struggle. Fortunate for our district, we have a supportive staff and have been able to find new hires with prior experience or highly recommended, highly skilled individuals to provide instruction in our building.

Teacher/School Leader(s) Demographic Data

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

Everyday spent with our students is an opportunity to change lives and the course of their learning. We understand the impact of teachers being with their students. This coupled with state law prompted us to adopt an attendance policy that is attached to the summative evaluation. We encourage all staff to attend PD as it has an average effect size of .67 or a significant impact on student achievement according to Marzano. While teachers are not penalized for attending PD, absences are counted in terms of personal and sick leave and points are deducted from the summative score at a tiered level. The goal is that through a staff attendance policy of high accountability as well as a student attendance policy that holds students to the same high standard that we should maximize this time together in the spirit of learning, thus maximizing our learning potential amongst our students.

Teacher/School Leader(s) Demographic Data

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

A considerable impact. We only have 180 days to work with our students in a given year. It is essential to maximize our contact with our students. We trade professional development for absences given the impact that it will have on improved instruction and overall effectiveness. Professional development has a .67 effect size impact on learning for our students, or one of a moderate impact in spirit of learning.

Teacher/School Leader(s) Demographic Data

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

We will continue on our path with our attendance policy tweaking where necessary. Given the dramatic improvement in attendance and our continued growth in student achievement, we will continue to work with what the data suggests and in the trending direction. We also recognize the need to be more explicit and systemic in terms of teacher mentor programming as well as curriculum mapping to ensure the support of our staff as they endeavor to be the finest instructors that they can be.

Process Data

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

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

Strand II: Leadership for Learning stood out as the strength at a 2.5.

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

Strand I: Teaching for Learning is our challenge at a 1.3.

12. How might these challenges impact student achievement?

Though we are adopting the correct initiatives and moving in the right direction, we need to meet our students where the "rubber meets the road" so to speak. We have a wonderfully trained and dedicated staff and are committed to continuing our efforts to do just that. This impacts student achievement because teachers and effective instruction is where we can make the most impact for our student achievement.

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

We have included an emphasis on effective feedback and supplemental instruction as part of our school improvement plan. We will implement a revamped intervention program for our middle school grades 6-8 in addition to the efforts at the elementary. Our buildings have adopted a modified schedule that provides extended learning time in the areas of math and English to support guided and independent practice within the classroom. This should further support our endeavor to avoid the homework concerns for students that leave our building and lack the support for their independent learning.

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

We work closely with the Director of Special Education and coordinate with our Special Education Caseworkers to ensure that we are providing our full array of services to students in need. Our staff are also supported in this endeavor through the support of the Char-Em ISD team.

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

New in 2016-17, we will devote class time to extended learning opportunities. Through the creation of a hybrid-block schedule, we have created longer periods for our students in the areas where the most failures have occurred . . . that being in the subject of math and English for middle/high school students. While normal classes will be 52 minutes in duration, these extended periods will be 76 minutes in length in the spirit of supporting students where they may struggle independent of the teacher. This will be available for students primarily grades 6-10 with a scattering of juniors and seniors required to recover lost credits in said subject areas. Other opportunities are presented through such platforms as Moodle and Google classroom where students can find supplemental readings, videos, etc. to support their learning outside of the classroom.

Our RTI model seeks to screen students for interventions in math, reading, and writing where students show deficiencies in these respective areas. Students qualifying for these extended services receive extended learning time during exploratory periods or receive push-in support within their respective classes. This is determined by their screening performance, their respective schedules, and staff availability.

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

All students are afforded these opportunities through the building of the hybrid schedule. Comprehensive screeners in the areas of math, reading, and writing support our determination of those students requiring extended learning and remediation in the identified areas respectively.

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

We have broken out our Delta Math and Dibels data and have found there to be gaps in our curriculum or the fidelity with which it is taught. We have found strands that exhibit little to no success by segments of students. While in our data meetings, it has become clear that our staff have identified areas where gaps are occurring and an awareness has developed. We are planning to devote time to aligning our curriculum to prevent this from occurring. We have also seen this with our ACT and more recently SAT data as we have seen skills that are not being acquired in various grade levels and staff having to address gaps to ensure student success on various concepts.

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

We have not completed a health survey but work closely with our health center located within our building to ensure students behavioral and social needs are being met.

Achievement/Outcome Data

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

19a. Reading- Strengths

Our reading proficiencies are resting at 46% of our students being grade level proficient in reading as measured by state MSTEP testing. Further study of the same data demonstrates that students of our 8th grade made the most growth in a year with 85% of that cohort of students making a year or more of growth in reading. Our current 7th grade students demonstrated solid growth as well with 67% of those students growing at a year or more of growth per the same data. Our 9th grade performed slightly lower with 56% meeting benchmarks for proficiency or college readiness with 10th grade slightly below at 51%. According to data collected for the SAT, our percentages rest at 57% proficient or college ready.

19b. Reading- Challenges

The challenge for us is that 15-25 percent of our students still struggle with comprehension or reading fluency and are not on grade level. We will address this through reading intervention grades 6-8 and with Tier II vocabulary instruction. In addition, we have another 26% of our students in the 11th grade that were strategic in terms of being within 3-4 questions of reaching college readiness. Our 10th graders demonstrate 51% college readiness with another 24% within 3-4 questions of reaching college readiness. Our 9th grade reflects a slightly higher percentage at 65% college ready with another 8% within the strategic range of 3-4 questions to reach college readiness. The challenge remains in how we can reach these students to get them there.

19c. Reading- Trends

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Our trends have shown growth stagnating in middle school. With efforts in intervention, we intend to improve upon this. Based upon the data we gathered this year, it would appear that our reading scores are trending upward in the grades of 7-10 with higher levels of proficiency and significant yearly growth being demonstrated amongst our 7th and 8th grade students in particular.

19d. Reading- Summary

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

We are addressing this through intervention as reflected in our SIP in the segments entitled Supplemental Instruction and extended learning time. We will continue to work with a data consultant to revise how we teach skills at the middle and high school levels to continue to improve our college readiness amongst our students. We recognize that we have a great many students on the cusp of reaching college readiness, and we will continue to provide opportunities for them to grow and reach this goal.

20a. Writing- Strengths

We are showing promising growth in the area of writing, particularly in the middle grades. Judging from the data collected on the PSAT for grades 9 and 10, it appears that this trend is carrying on into the high school currently with 65% college ready and 51% college ready in grades 9 and 10 respectively. We are encouraged by this growth and recognize our work that remains to be done.

20b. Writing- Challenges

The challenge will be to meet the annual target scores moving forward, recognizing the 50% of our students are not proficient currently nor motivated to be. While those students that are proficient are on the rise, our challenge is to reach those that are not. What is encouraging is percentage of students that are approaching that proficiency level. The gap seems to be closing and the opportunity is ripe to reach ever more students while we strive to ready our students for life after high school.

20c. Writing- Trends

We are trending in a positive direction with the challenge of addressing half of our students whom fail to meet proficiency. We intend to

address this as reflected in Reading/Writing intervention in our SIP as well as extended learning opportunities and supplemental instruction. The gap appears to be closing between those proficient and those that are approaching. We are encouraged by this data and will continue to seek ways to close them.

20d. Writing- Summary

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

Writing is addressed in our SIP under Supplemental Instruction for reading/writing intervention. This is reflected in our Master Schedule as well grades 6-8. We will address needs in the HS as well with Juniors in preparation for skills needed for College Readiness. We have addressed more opportunity for extended learning time and supplemental instruction through the adoption of a hybrid block schedule with extended periods in areas of English and math grades 7-10. We are encouraged as the data suggests that the gap between those proficient and those whom are not is closing. We will look for further opportunities to narrow the gap and refine our practices to further this trend.

21a. Math- Strengths

Our students traditionally perform well in areas of applied mathematics. This is evidenced by the large number of 5-7's that are scored on the Work Keys exam. Looking at SAT/PSAT data reveals that we are continuing growth in math particularly in the grades 9 and 10 with gaps closing and a number of students approaching college readiness standards. Our strength lies with the growth we are demonstrating amongst our students as evidenced by MSTEP data. In grades 7 and 8, 58% and 62% of our students showed over a years worth of growth in math. This is contributing to the rising number of students that are approaching the proficiency benchmarks.

21b. Math- Challenges

The challenges that we are experiencing is curricular. Our texts and materials have some alignment issues with Common Core, and our curriculum has gaps. We have identified these gaps through screeners and will seek to tighten these. We have also identified where advanced students and 8th grade Algebra students are missing key concepts that are impacting state test scores. We will continue work with intervention to close these gaps while continuing to tighten the curriculum to address these issues. Our challenge will be to continue to remediate learning issues, closing the gaps, and to push the growing number of students in the approaching range to the proficiency level as measured by MSTEP, PSAT, and SAT over the proverbial hump.

21c. Math- Trends

We are trending in the correct direction given our test results. We have a great deal of work to do if we are to meet our annual target scores. Data suggests that we are closing the gaps from top to bottom with a large number of students approaching proficiency levels as measured by MSTEP, PSAT, and SAT tests.

21d. Math- Summary

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

These challenges are being addressed in the SIP under Supplemental Instruction and our focus on providing intervention. We have identified our curriculum concerns and are addressing these with our team in an effort to eliminate the gaps. We will continue to work with a data consultant to ensure that we are meeting the correct skills in our instructional practices to ensure that we align with what students need to be successful. Our work will include work to shore up curriculum issues as well as instructional practices to ensure we are meeting the needs of our students.

22a. Science- Strengths

We have identified college readiness skills that have yielded cohort data of over 2 points of student growth in the area of science. We have also improved our test scores on the MSTEP to exceed the proficiency levels of the state average. Our current proficiency levels in PSAT/SAT data suggest we are making gains in the areas of science. Further study and breakdown of the data is needed to see how our current proficiencies of 51% and 65% breakdown in the content area of science specifically.

22b. Science- Challenges

The challenge for our district is we lack data points at the local level to measure where are students are performing and how to address them. According to state data, about 75% of our students are falling short of proficiency levels. The challenge is to sort out where the shortcomings are and how to address them. We can see curricular shortcomings where new standards are not being tested or do not align. We will seek to bring to light these issues with a further study of content specific claim statements issued by the state as they align to the MSTEP.

22c. Science- Trends

We are showing positive growth in our efforts to address skills needed for college readiness. We are encouraged by current trends in student achievement and our ability to stay ahead of state proficiency averages.

22d. Science- Summary

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

Our students have tended to struggle with informational texts and reading graphs, charts, etc. We are addressing this in our core instruction and reflected in our SIP under supplemental instruction for interventions in reading. We will continue to focus on curricular shortcomings and misalignments through further study of that which is being tested, and how we can fill gaps for our students.

23a. Social Studies- Strengths

Our strengths in social studies have fallen short according to MSTEP data. However, we have seen promising proficiency levels at the high school level according to PSAT scores for 9th and 10th grade students with proficiencies of 51% and 65% respectively. Further study needs to be conducted to determine specific content breakdown of data as it relates to Social Studies.

23b. Social Studies- Challenges

Our challenges lie in informational texts, and meeting with annual target scores for student achievement. Our challenge is the lack of specific local assessments to determine student strengths and weaknesses in the area of social studies. We will continue to use PSAT/SAT data to assist us in this endeavor.

23c. Social Studies- Trends

We are trending in a positive direction in terms of student achievement and growth.

23d. Social Studies- Summary

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

School Improvement Plan

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We will address shortcomings in social studies through the SIP as reflected in supplemental instruction under reading intervention and extended learning time. We will provide extended learning time through the adoption of a hybrid block schedule where extended time can be offered grades 7-10 in the area of English. Students will be provided further opportunity to deal with informational text during that time as well as in the social studies classrooms. We intend to have further conversation and study around the areas of the curriculum to further address perceived shortcomings as it relates to what is being taught.

Perception Data

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

24a. Student Perception Data

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

The highest levels of satisfaction from our students is from the increased opportunities for vocational/CTE programming as well as the addition of elective coursework. Our students want opportunities to explore in their learning and are appreciative of those areas where we have been able to expand programming in areas such as welding, aviation, health occupations, etc.

24b. Student Perception Data

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

Our students have voiced that they feel policy is often in response to those students that are not modeling ideals as students. Students have been vocal about recognizing students for their accomplishments when they are getting it right. Our students have voiced as much and have been very appreciative of "Fun Fridays" and such as a first step in addressing this perceived imbalance.

24c. Student Perception Data

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

We need to improve student celebrations and be proactive in celebrating student accomplishment. This has been an area of focus and will continue to be as we seek to further opportunities to improve student perceptions and culture. We will seek to adopt a Renaissance Program this year and increase student celebrations for things such as honor roll, perfect/good attendance, and student achievement. Our programming has shifted with the adoption of the hybrid schedule for classes. A seven period day expands the number of electives that are provided to students and is a response to the perceived notion that there are not enough electives provided to students.

25a. Parent/Guardian Perception Data

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

Parents are most pleased with the staff that we have at our disposal and the attention given to their students. They seem to enjoy the location of the school and the small knit community that is provided here at Pellston.

25b. Parent/Guardian Perception Data

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

Parents seem displeased with the level of communication provided to them. The perception is that there needs to be a higher level of communication with them (teacher conferences, discipline, etc.) as well as amongst staff. There is a perception that staff are not on the same page with initiatives. Parents have also indicated a level of displeasure with the school's response to unruly students that might affect the education of others. The perception that teachers do not employ strategies to reach ALL students is a concern as well as there seems to be the perception both that strategies are not being employed for the betterment of all, and that our teachers are not equipped to reach all students.

25c. Parent/Guardian Perception Data

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

We will continue to improve our communication in a number of ways. Data suggests that while our parents perceive a high level of communication with them from our staff, many agree but a low percentage of them strongly agree that staff are communicating effectively with them. We have to change this. While we encourage our staff to communicate with our parents, this needs to increase and our effectiveness needs to increase as well. Our newsletter for the middle/high will continue to be implemented highlighting student success, important dates, etc. The use of Remind.com to blast notices to parents will continue as a practice and expanding where appropriate to improve the level of communication will be pursued. We must take steps to increase awareness amongst our parents of the strategies and trainings that we, as a school/district, have trained and implemented in the spirit of improving the learning of ALL students. There exists a disconnect between what is happening regularly in the classrooms and the benefit of those practices. We need to do a better job of providing this information to our parents.

26a. Teacher/Staff Perception Data

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

We have been pleased by the improvement in our school culture, particularly in the middle school. Our staff are pleased with the improvement we have made in content area assessments, and are pleased with the gains made by students. Our intervention programs made large strides with students in terms of growth as measured by Dibels, Delta, and EasyCBM. The same can be said for students on the PSAT, and SAT.

26b. Teacher/Staff Perception Data

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

Staff are concerned with the gaps in curriculum, and will take steps to improve vertical articulation this year. Staff are concerned with the level of communication of district initiatives and plotting of clear expectations in order to meet district expectations.

26c. Teacher/Staff Perception Data

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

We will continue to provide collaborative time to review data and provide opportunities to work together. We must develop and refine expectations in order to allow for clear targets and assist staff in meeting those targets. Work to refine the teacher handbook and mentoring materials will be done. Development of a new teacher orientation program will be put into effect to support those staff that are new to the district and assist them in understanding policies and initiatives.

27a. Stakeholder/Community Perception Data

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

Our stakeholders and community members are pleased with the small, tight knit community feel that we can provide for our students. They are pleased with the programming expansions that have been made, and the level of communication that has been provided to them from a qualified and caring staff. Efforts to improve student celebrations has been appreciated and encouraged as we seek to improve culture in our buildings.

27b. Stakeholder/Community Perception Data

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

Stakeholders believe more needs to be done to address student discipline and improve overall culture in our buildings. The perception that there exists an unfair treatment of students based on who they are is one that continues to be an area where improvement is necessary. There is a growing sentiment to recognize students for their accomplishment and success.

27c. Stakeholder/Community Perception Data

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

We will continue efforts to address instruction as well as improving on the lines of communication where frequency and type are a concern. Transparency and care to ensure consistency in enforcing district policies and expectations is one that must be an area of focus as well given the existence of distrust for enforcement of policies. In order to improve, we must seek out further opportunities for stakeholder feedback as well as take opportunities to improve transparency in an effort to inform our stakeholders of what and why we do many of the things we do, both from an instructional and policy standpoint.

Summary

28a. Summary

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

We are trending in the right direction in terms of the results in student achievement as well as the perception that is shared amongst stakeholders mostly. The data suggests that we are making improvements in overall student achievement. Our challenge is pushing our students in the intensive and strategic zones of achievement to the next level. While it is promising to have students on the verge of proficiency/college readiness, we too have to recognize that 59% of our 10th graders, for instance, are not there yet using math as an example . . . though they could be. Our challenge is pushing our students to that next level despite the socio-economic challenges that may affect them given 82% of our students qualifying for Free and Reduced Lunch and assuming these challenges are real. We recognize the trust of the community that we are communicating and providing a good education to our students. Our challenge lies in breaking through the "Good" to that level or perception of "Great" which seems absent in terms of parent and stakeholder perception.

28b. Summary

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

The challenges we face are significant as we are met with some challenging perceptions. We need to continue our efforts to provide quality interventions that keep students in the fight, and feeling confident in their ability to achieve. Data suggests we are meeting those challenges and yielding results in terms of individual student growth. This is not reflected yet in terms of student achievement on standardized tests entirely. Our demographic is challenging and does affect student achievement. Poverty has that effect on student achievement. It is safe to estimate this creates some distrust in the school system as well given the generational impact of that relationship.

28c. Summary

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

Our SIP is centered on two main concepts to address these concerns. The research suggests that student achievement is tied very closely to timely, high quality feedback as it relates to formative assessment. We have addressed this within each subject area, and will focus on purpose to instruction as well as assessment practices for next year. We will also dedicate our efforts to supplemental instruction with regard to math, reading, and writing interventions grades 6-8 in an effort to keep students on grade level. We will continue that work in the spirit of consistency. It is essential that we consider big ideas and keep focus in order that we can keep the focus on meeting students where they are at, and taking steps to ensure their growth. Our SIP is designed to do just that.

School Additional Requirements Diagnostic

Introduction

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Not applicable to middle/high school building.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	http://pellstonschools.org/aer.html	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Students complete career cruising and the results are saved.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes	Through coordination with our MS/HS Counselor and Americorp CAC advisor. EDP's are further used to support our work with personal curriculums as well.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Monique Dean Superintendent 172 Park St. Pellston, MI 49769	

School Improvement Plan

Pellston Middle/High School

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	No	The middle/high school is not identified as a Title 1 school. A school-parent involvement plan is submitted on behalf of Pellston Elementary School.	

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	The elementary school has a school-parent compact. The middle/high school employs the Full Value Agreement.	

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

Title I Targeted Assistance Diagnostic

Introduction

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

Component 1: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Through the use of Dibels, EasyCBM, and Delta Math screeners, students grades 6-8 were assessed. This data was used to identify the need of our students measuring their fluency and comprehension abilities while identifying the significant strands in math per the Common Core State Standards. Students were screened multiple times during the school year in order to track student growth and areas of focus for intervention and instruction. Needs both in prior grade level as well as current grade levels were identified and remediation for student learning provided in each grade.

2. What process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

State assessment data, trend data, grades, and screener data were all used to identify our students whom were most at need of intervention.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Our staff reviews a multitude of data to identify students. We review student test data in each of the content areas as a baseline and consider the trend data of our cohorts of students as well. From there, we cross reference the grades and how those students are performing. All of our students are screened for reading and mathematics using Dibels, EasyCBM as well as Delta Math in order to establish where students are performing. This data is cross referenced to identify skills that are deficient amongst our students and they are grouped accordingly to receive intervention in grades 6-8.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

NA

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Following the use of Delta Math as well as Dibels screeners, we triangulate the data from these screeners with state assessment/trend data as well as grades to ensure that we have identified the students that need interventions. From these data points, we can begin to group students according to those considered strategic and those that are intensive. By understanding where the students are performing, we are able to target those needs by grouping students of similar deficiencies in order to move them forward and address their skill deficiencies. Math interventions are then provided for students grades 6-8 as well as those students needing assistance with reading and writing in the content areas of English, Science, and Social Studies. REWARDS is used to target reading fluency, comprehension, and sentence writing deficiencies in the core content areas. A team of teachers and paraprofessionals team up to address students from each grade level in each of those academic areas with intervention time build into the schedule for each grade level with certified teachers providing the additional instruction with paraprofessional and specialist support. Data meetings follow weekly with supports in place to support professional development and curricular development to meet student needs.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

Eligible students are identified through the use of universal screeners. While creating the master schedule, consideration is given to where electives are offered to provide teachers the freedom to pull those students from non-core classes to further support their learning. Our students are ensured that they have their time in the core areas and that intervention is balanced against the elective coursework so as to provide for the supplemental instruction. Balance this against district initiatives such as student engagement practices as well as assessment/timely feedback, our focus is to both improve instruction and to reach student needs on their level.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

Our focus for the last 5 years has been on increasing teacher capacity to deliver instruction that is rich in student engagement, and our plan is continue that work while aligning to our new teacher evaluation instrument. That instrument is research validated as part of the 5 Dimensions Plus. As we continue to implement that instrument, student engagement continues to be a point of emphasis while we begin our work in the realm of assessment practices. Our attention to providing feedback to students that is centered on learning goals and objectives is an essential component to our School Improvement Plan moving forward. We will begin the process of curriculum mapping in 2016-17 to ensure that our focus is on the correct content objectives to ensure the efforts of our instruction is centered and focused where it should be.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Student Engagement Practices and their effect sizes according to Marzano . . .

Vocabulary (.95)

Summarizing (1.0)

Cooperative Learning/Discussion (.74)

Timely Feedback/Assessment

Objectives and feedback (.61)

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

Our supplemental learning program is tailored to student needs and strategic about student ability and groupings therein. We address students with similar needs in an effort to be able to drill down on the skills that require additional help. By targeting specific deficiencies and assisting students in a small group, teachers are given the opportunity to work more personally with the students outside of the norms of the traditional classroom, provide more specific and more timely feedback, and lower anxiety for students operating in a smaller classroom environment tailored to their specific needs.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

We have addressed the concern for pulling students from the regular classroom by building opportunities in the schedule for students to be pulled from elective courses. These are balanced against teacher schedules in such a way as to have a certified teacher in the core content area available with paraprofessional support so that students can be pulled during that time for supplemental instruction. In most instances.
SY 2016-2017

School Improvement Plan

Pellston Middle/High School

these students are pulled in 20-30 minute segments between 2-5 times a week (dependent upon whether the deficiencies exist . . . it may be in multiple areas and require a more intensive approach). This ensures that they are not pulled completely from elective courses.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

Our staff have built in opportunities to meet bi-weekly/weekly in an effort to review student data regarding student performance in intervention. In addition, our teachers providing this instruction are also in the regular classroom setting and are very familiar with what is being covered in the regular classroom setting. This ensures that they are coordinating and integrating principles from each in their instruction. We provide Child Study as well as Data Review meeting periodically throughout the school year to ensure our course of action is consistent with meeting student needs.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

N/A

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes		

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

Our work with student engagement practices will continue as we complete a book study focusing on engaging students living in poverty. Our staff will move forward with an emphasis on the areas of assessment and purpose. Feedback is closely related to these concepts as well. These are areas of focus as we will have teachers working with FAME this year. We will also continue to have our staff working with concepts from RAISE Training that many have completed in the prior years. Our teachers have been trained to give the screeners for Delta Math, Dibels, and EasyCBM and are trained to process the data to formulate a response to remediation.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

We will continue our work with the elementary staff including the Title staff their to support our supplemental instruction practices. We will also continue to work with an independent literacy consultant to support our efforts with targeting student needs and supporting them in the core areas.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes	Note the PD days listed on the calendar.	

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

We have been mindful to provide opportunities to parents to provide input. This occurs periodically at board meetings, though mainly occurs at our DSIT (District School Improvement Team) Meetings. Parents are invited to attend these meetings where district initiatives are discussed and planned for staff adoption. Parents are also surveyed each year as we seek their input for the School Improvement Plan. Perception data is carefully considered in order to support school improvement initiatives.

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Our parents are not fully utilized in this capacity. Once students are identified for these programs, our staff communicates the concerns to the parents and delivers the services with communications with parents. It is in this regard that parents are involved, but not in the capacity of directly implementing the services. A team approach is employed to best tailor remediation to our students in a coordinated effort with the student and their families.

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Parents surveys annually Parent/Teacher conferences as well as periodic communications and parent meetings	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

Parent Surveys are reviewed each year, the data used to ensure outreach programming to ensure parent involvement and break down communication barriers. We have adopted the Title nights where parents and students come in and participate in learning activities and activities that showcase what students are learning and doing in their classrooms. We have also created testing presentations for parents, inviting them into the school to discuss test data and student progress. These were adopted to explain school processes, data, and how it can be used for determine student need for college readiness. Data acquired each year is reflected in school processes to ensure programs that inform parents and provide opportunities for community partnership.

5. Describe how the parent involvement activities are evaluated.

Attendance is a large part of overall evaluation. This has often been a struggle for various reasons. Taking advantage of parent surveys and input where parent attendance is assured helps to identify where those struggles lie. We will continue to use the annual parent surveys to acquire feedback and perception data from our parents and evaluate that data for future programming.

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

It's a contract that takes into consideration the duties of each party to the processes that will most certainly ensure students a successful year. It clearly defines the roles of the school staff, student, and parent in ensuring the roles of each party and seeks to promote a community approach to the education of the child.

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Student-Parent-Teacher Compact 2016-17

8. How does the school provide individual student academic assessment results in a language parents can understand?

We have given parents opportunities to get familiar with what test scores mean in terms of skills acquired by their students as well as measuring for them how these scores translate to grade level benchmarks or even as far as college readiness. We have presented these in public forum providing presentations of the data on ACT and Aspire, shifting to the data provided by SAT currently. Our work to drill down to hone skills regarding reading comprehension, writing strategies, graph reading and interpretation help parents to understand the needs of our students and the work we are doing to prepare our students for these challenges.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		School-Parent Involvement Plan 2016-17

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

N/A

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Title IIA funds are supplemented with Title I funds to provide intervention programs that seek to provide services to eligible children. These funds combined with local are used to provide resources to serve these children. Certified teachers, title, and paraprofessional staff are used to coordinate district curriculum in addition to supplemental instruction to ensure students are provided with remediation in the areas of math, science, social studies and English. District screeners as well as state mandated testing initiatives are utilized to ensure accurate data points and the proper students being identified for remediation. These data sources are triangulated and reviewed periodically throughout the school year to ensure the fidelity of instruction as well as the focus of remediation and practices employed with targeted students.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Programming works in coordination with other programs such as the Odawa Tribe whom works with students on alcohol prevention, emotional and social awareness (Talking Circles, After School Tutoring) and educational support. Some of the identified students work very closely within both programs and certified and paraprofessional staff work to support student learning in the core areas. We have been able to garner support from our parents while providing academic support, snacks, and transportation in coordination with these resources.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

A plan for screening is developed each year and our students are evaluated to determine ongoing needs. We are able to determine from that data how students are responding to interventions as well. We have slotted time to meet weekly/bi-weekly where appropriate, to discuss our curriculum, remediation and supports, and data that is compiled. This will determine the curriculum, and instructional practices with identified students for interventions in the core areas.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

Through screening using Dibels, EasyCBM, Delta Math, the use of state assessment data, as well as grades and classroom performance, data is triangulated to devise a plan in the core areas to meet students needs on an individual basis. Instruction and programming is devised to meet the students where they are at, assisting them with their skill deficiencies, and providing ever-changing instruction to meet those needs. Prior grade level deficiencies are considered as well as current grade levels to ensure that student needs are being evaluated and met. To support students in areas of Science and Social Studies, REWARDS is used to support fluency, comprehension of information texts, and sentence structure to support student writing across curriculums and improve overall student achievement.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers are receiving support from the local ISD in things such as student engagement, the use of technology, and the assessment practices. We have hired independent literacy and assessment consultants each of the prior two years to support teachers in drilling down on student assessment data, and identifying student needs and skill deficiencies. This is an ongoing process given the changing times and testing criteria, though one we are prepared to meet. We have come to find that identifying specific skills and how they link in the content areas, identifying the vertical articulation of those skills in the the curriculum, pays significant dividends in the performance of our students.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

In addition to our weekly data meetings, we meet each spring to review data, instructional practices, and staffing. We evaluated student performance, as well as curriculum to determine the effectiveness of our programming. We also consider our staffing, and various combinations to provide the most impactful instruction possible. Such meetings have yielded scheduling changes that have made available certified teachers in the core areas to provide instruction during certain hours while providing literacy specialists and paraprofessionals to support instruction and remediation. The impact of the REWARDS program was studied specifically this year with regard to students working within the program as part of the SIP and program evaluation initiative.

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

We use the state's annual assessments to assist us in triangulating our data to get a more accurate picture of how our students are performing overall. We pay special attention to data trends to help identify common themes and shortages in instructional practices concerning our instruction and our curriculum. Things such as struggles with information texts have been identified as a whole or even with specific cohorts of students. These results have prompted the district to respond by implementing training and work centered around the creation and refinement of curriculum maps. We are ever cognizant of meeting the demands of state mandated assessments.

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

Based on the data, we are able to track how students have performed on content specific to the content areas. We can see their growth over the course of the year, and can make a determination based on that data whether they will continue to struggle or are adequately prepared for coursework to come such as Biology, Algebra, etc. We continue to monitor student progress and can see clearly the growth given our screenings and data meeting throughout the school year. While the data may be disheartening where students are not on grade level, we are able to clearly assess their needs while charting their growth in meeting the content area core standards for them. Our district reviews this data periodically throughout the year to ensure that our programming is focused and effective.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The data is passed on from year to year. It follows the students as they progress through each grade level and is charted in their data file. Our staff know where a student is performing in the content areas from the beginning of the school year, throughout the year, and are able to start school knowing where our identified students are beginning. Remediation and intervention begins from day one each year. This process ensures we have a plan to address student needs, and that we have continued tracking of each student and their deficiencies as they progress from year to year. We have a healthy amount of collaboration between our elementary staff and middle school staff to ensure

the transition between buildings, teachers, and students.

Plan for School Improvement Plan

Overview

Plan Name

Plan for School Improvement Plan

Plan Description

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 of Pellston Middle/High School will demonstrate proficiency in Reading.	Objectives: 1 Strategies: 2 Activities: 14	Academic	\$32900
2	All students of Pellston Middle/High School will demonstrate proficiency in Science.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$500
3	All students of Pellston Middle/High School will demonstrate proficiency in Writing.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
4	All students of Pellston Middle/High School will demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 2 Activities: 10	Academic	\$0
5	All students of Pellston Middle/High School will demonstrate proficiency in Math.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$0
6	All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting.	Objectives: 1 Strategies: 2 Activities: 9	Organizational	\$62600

Goal 1: All students of Pellston Middle/High School will demonstrate proficiency in Reading.

Measurable Objective 1:

A 5% increase of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency and competency in Reading with students meeting requirements in English Language Arts by 06/15/2017 as measured by state identified tests..

Strategy 1:

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

Category:

Research Cited: Gallagher, M., Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading. Raphael, T.E., & Wonnacott, C. A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL: University of Illinois, Center for Study of Reading. Marzano, Robert, and Mark W. Haystead. "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies." Marzano Research Laboratories. Marzano Research Laboratories, Aug. 2009. Web. 13 June 2013. .

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 - 6-12 Professional Learning - Engagement 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Activity - K-12 Book Study - Highly Engaged 14-15	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The Highly Engaged Classroom by Dr. Robert Marzano. Our team will be assigned readings 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/03/2014	06/09/2015	\$0	No Funding Required	All staff - grades 6-12
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Activity - 6-12 Literacy/Engagement Consultant 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$8500	Title II Part A	6-12 general education staff, paraprofessionals, and literacy engagement consultant

Activity - 6-12 Writing Across the Curriculum 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	All 6-12 staff

Activity - 6-12 Professional Book Study - Poverty 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Other	All staff - grades 6-12

Activity - K-12 TRIG 22i	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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This initiative is centered around building the infrastructure and teacher capacity to prepare students for the demands of 21st century technology and the online testing demands associated with state designated testing. Lead teachers have been trained, and will deliver training as well as consultation to staff as we provide the hardware and essential skills to meet with these ever changing technological demands as well as ensuring staff can both meet the needs of our students while ensuring increased student engagement through the incorporation of technology in daily instruction.	Professional Learning	Tier 1	Implement	09/03/2014	06/09/2015	\$7000	Other	Jared Powell (trainer) Emily Wolford (trainer) All Staff - 6-12
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Activity - 6-12 Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$16000	Title II Part A	All staff - grades 6-12

Activity - Administrative Professional Learning 2015-16	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	09/01/2015	06/15/2016	\$0	No Funding Required	Building and Central Office Administration

Activity - 6-12 Adaptive Schools Professional Learning 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team, staff members will support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	All staff - grades 6-12

Strategy 2:

Supplemental Instruction - 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

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and pull-out flexible models of instruction.

Category:

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 - 6-12 Data Team Consultant Pam Thompson 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$1400	Title II Part A	All staff - grades 6-12
Activity - 6-8 Academic Academy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Middle/High Staff, Title I/Targeted Assistance professionals and paraprofessional staff will implement a 30 minute intervention in reading for each grade level 6-8. Students will be screened to identify individual student needs. Intervention programming and student grouping will be provided based on screening results. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Section 31a	Grades 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff
Activity - 6-8 Data Review-Summary of Effectiveness 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Fund	General Education Staff, Title I Professional staff and building administration
Activity - 6-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified 6-12 professional and paraprofessional staff
Activity - 6-12 Writing Across the Curriculum 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 staff will implement the MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/15/2017	\$0	Title II Part A	6-12 Professional Staff

Goal 2: All students of Pellston Middle/High School will demonstrate proficiency in Science.

Measurable Objective 1:

A 5% increase of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency and competency with students meeting requirements in Science by 03/02/2015 as measured by state designated tests with an average test score of 38%..

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Strategy 1:

Supplemental Instruction 16-17 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Science

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

Tier: Tier 2

Activity - 6-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified 6-12 professional and paraprofessional staff

Activity - 6-8 Data Review-Summary of Effectiveness 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Fund	General Education Staff, Title I Professional staff and building administration

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Activity - 6-12 Data Team Consultant Pam Thompson 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Strategy 2:

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

Category: Science

Research Cited: Gallagher, M., Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading. Raphael, T.E., & Wonnacott, C. A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL: University of Illinois, Center for Study of Reading. Marzano, Robert, and Mark W. Haystead. "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies." Marzano Research Laboratories. Marzano Research Laboratories, Aug. 2009. Web. 13 June 2013. . 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 - 6-12 Professional Book Study - Poverty 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12
Activity - 6-12 Professional Learning - Engagement 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12
Activity - 6-12 Writing Across the Curriculum 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$500	Title II Part A	All 6-12 staff
Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12
Activity - 6-12 Adaptive Schools Professional Learning 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team, staff members will support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	All staff - grades 6-12
Activity - 6-12 Literacy/Engagement Consultant 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	6-12 general education staff, paraprofessionals, and literacy engagement consultant
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Goal 3: All students of Pellston Middle/High School will demonstrate proficiency in Writing.

Measurable Objective 1:

A 5% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency and competency in Writing with students meeting requirements in Writing by 06/15/2017 as measured by as measured by state designated tests..

Strategy 1:

Supplemental Instruction 16-17 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Other - General Education

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. 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 - 6-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston Middle/High School

Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified 6-12 professional and paraprofessional staff
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Activity - 7-12 FLEX Period	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff, grades 7-12, will provide supplemental instruction with a 30 minute FLEX period each day. This period is designed to strategically identify students based on state assessments, overall academic performance, and available screeners and then placing them with specific teachers to provide intentional and remedial instruction to these students. Teachers will provide instruction to students centered around identified gaps in their learning while also providing mentoring and support to these identified students.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/01/2015	06/15/2016	\$0	General Fund	All Staff grades 7-12

Activity - 6-12 Data Team Consultant Pam Thompson 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Activity - 6-8 Data Review-Summary of Effectiveness 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Fund	General Education Staff, Title I Professional staff and building administration
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Strategy 2:

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

Category: Other - General Education

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). Relationships" (Tech. Rep. No. 284). Urbana, IL: University of Illinois, Center for Study of Reading.

Marzano, Robert, and Mark W. Haystead. "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies." Marzano Research Laboratories. Marzano Research Laboratories, Aug. 2009. Web. 13 June 2013.

Tier: Tier 1

Activity - 6-12 Professional Learning - Engagement 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	6-12 General Education Staff, Special Education Staff, Title I professional staff

Activity - 6-12 Literacy/Engagement Consultant 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pellston Middle/High School

Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core and intervention reading time. The consultant will assist staff in constructing reading intervention programming for grades K-12, and will assist them with identifying strategies essential for student growth.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	6-12 general education staff, paraprofessionals, and literacy engagement consultant
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Activity - 6-12 Adaptive Schools Professional Learning 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team, staff members will support the 6-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Other	All staff - grades 6-12

Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Activity - 6-12 Writing Across the Curriculum 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	All 6-12 staff

Goal 4: All students of Pellston Middle/High School will demonstrate proficiency in Social Studies.

Measurable Objective 1:

School Improvement Plan

Pellston Middle/High School

A 5% increase of Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency and competency in Social Studies with students meeting requirements in Social Studies by 06/15/2017 as measured by state designated tests..

Strategy 1:

Supplemental Instruction 16-17 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Social Studies

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

Tier: Tier 2

Activity - 7-12 Vocabulary Instruction 2015-16	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team will focus on delivering explicit Tier II Vocabulary Instruction within the English period of each day. Our focus will be on Tier II Vocabulary as research by Marzano suggests growth of 33 percentile points on standardized tests and an effect size of .95 or the equivalency of two years of student growth.	Direct Instruction	Tier 2	Implement	09/01/2015	06/15/2016	\$0	General Fund	7-12 General Education Staff
Activity - 6-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified 6-12 professional and paraprofessional staff
Activity - 6-12 Data Team Consultant Pam Thompson 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12
Activity - 6-8 Data Review-Summary of Effectiveness 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Fund	General Education Staff, Title I Professional staff and building administration

Strategy 2:

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

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Category: Social Studies

Research Cited: Gallagher, M., Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading. Raphael, T.E., & Wonnacott, C. A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL: University of Illinois, Center for Study of Reading. Marzano, Robert, and Mark W. Haystead. "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies." Marzano Research Laboratories. Marzano Research Laboratories, Aug. 2009. Web. 13 June 2013. . 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 - 6-12 Professional Book Study - Poverty 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Activity - 6-12 Professional Learning - Engagement 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Activity - 6-12 Writing Across the Curriculum 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Title II Part A	All 6-12 staff
Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12
Activity - 6-12 Adaptive Schools Professional Learning 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team, staff members will support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	All staff - grades 6-12
Activity - 6-12 Literacy/Engagement Consultant 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	6-12 general education staff, paraprofessionals, and literacy engagement consultant

Goal 5: All students of Pellston Middle/High School will demonstrate proficiency in Math.

Measurable Objective 1:

5% of Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency and competency with students meeting requirements in Mathematics by 06/15/2017 as measured by state identified assessment..

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Strategy 1:

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

Category: Mathematics

Research Cited: Research Cited: Gallagher, M., Pearson, P.D. (1989) "Discussion, Comprehension, and Knowledge Acquisition in Content Area Classrooms" (Tech. Rep. No. 480). Urbana, IL: University of Illinois, Center for the Study of Reading. Raphael, T.E., & Wonnacott, C. A., & Pearson, P.D. (1983). "Increasing Students' Sensitivity to Sources of Information: An Instructional Study in Question-Answer Relationships" (Tech. Rep. No. 284). Urbana, IL: University of Illinois, Center for Study of Reading. Marzano, Robert, and Mark W. Haystead. "Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies." Marzano, Research Laboratories. Marzano Research Laboratories, Aug. 2009. Web. 13 June 2013. . 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 - 6-12 Student Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our team has been trained and instructed to implement strategies that will lead to increased student engagement within our daily instruction. Through professional development and incorporation in staff meetings, our team has been provided training and support to implement strategies that will make learning mandatory and visible. Through the use of strategies such as Chunk and Chew, note-taking strategies including but not limited to Cornell Notes, Frayer Models and 5-2-1, as well as strategies centered on student interaction and classroom discussion including chalk-talk, ladder ranking, tear share, etc., our team will adopt and implement strategies within the classroom of their preference but steeped in practices presented during our professional development.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	No Funding Required	All staff - grades 6-12

Activity - K-12 Book Study - Poverty 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind. Our team will be assigned readings 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 Professional Staff

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Activity - K-12 INTEL Math 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Participants will learn best practices for math while attending the collaborative funded through the MI2M grant. Teams will meet quarterly to review practices in the area of mathematics and ensure instruction that is both effective and engaging to our students. During the 2016-17 school year, trained staff will participate in professional learning follow-up dates.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Other	K-12 Professional Staff
Activity - K-12 Math Collaborative 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Staff will participate in local and ISD math collaborative professional development during the school year. These collaboratives will assist staff in adding rigor and relevance to daily instruction incorporating the Common Core State Standards.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Other	K-12 professional staff
Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (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 walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All professional staff and departmental leadership
Activity - K-12 Adaptive Schools Professional Learning 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team, we will be sending new staff members to support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in 4 days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	General Fund	K-12 Professional staff and administration
Activity - Eureka Math 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-8 staff will participate in local Eureka Math professional development from our ISD math consultant to effectively weave the Eureka math strategies into daily practice.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	No Funding Required	K-8 Staff

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Activity - 6-12 Writing Across the Curriculum 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 staff will implement the MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	No Funding Required	6-12 staff

Activity - 6-12 Professional Learning - Engagement 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All staff - grades 6-12

Strategy 2:

Supplemental Instruction 16-17 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: 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. 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 - 6-8 Academic Academy Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston Middle/High Staff, Title I/Targeted Assistance professionals and paraprofessional staff will implement a 30 minute intervention in reading for each grade level 6. Students will be screened to identify individual student needs. Intervention programming and student grouping will be provided based on screening results. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Section 31a	Grades 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff
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Activity - 6-12 Professional Learning-Data 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for data teams/data analysis/remediation, our staff will focus on professional development that is research based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district, and/or state level.	Professional Learning	Tier 2	Implement	09/01/2016	06/01/2017	\$0	Title II Part A	6-12 staff, Special Education staff and Title I professional staff

Activity - 6-8 Data Review-Summary of Effectiveness 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff with 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 at least 6 times during the academic year. Teachers will meet at least 6 additional times throughout the school year as professional learning communities to review content area student achievement data.	Teacher Collaboration	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Other	General Education staff, Title I and At-Risk professional staff and building administration

Activity - 6-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified 6-12 professional and paraprofessional staff
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Goal 6: All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting.

Measurable Objective 1:

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

Strategy 1:

Mentoring and Relationship Building 16-17 - Current research support that students, specifically those identified as economically disadvantaged, will have improved academic outcomes and socially appropriate behavior when expectations are clear and explicitly taught by caring adult role models within the school setting. This strategy will provide students the opportunity to acquire and build fluency and skill-sets needed to negotiate relationships with teachers and peers in the school setting and to facilitate instructional processes.

Category: School Culture

Research Cited: Berlin, R. J. (1979). Teaching acting-out adolescents prosocial conflict resolution with Structured Learning

Therapy. Unpublished doctoral dissertation, Syracuse University. Bleeker, D. J. (1980). Structured Learning Therapy with skill-deficient adolescents. Unpublished master's thesis, Syracuse University. Choi, H. S., & Heckenlaible-Gotto, M. J. (1998). Classroom-based social skills training: Impact on peer acceptance of first-grade students. *Journal of Educational Research*, 91(4), 209–214. Gilstad, R. (1977). Acquisition and transfer of empathic responses by teachers through self-administered and

leader-directed Structured Learning Training and the interaction between training method and conceptual level. Unpublished doctoral dissertation, Syracuse University

Tier: Tier 2

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Activity - 6-12 Student Success Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6-12 student success coordinator will identify students for behavioral support based on office discipline referrals from previous school year. Coordinator will utilize a check in/check out system with identified students. Coordinator will work collaboratively with building level administrator to analyze trends in data, organize and record, and analyze office referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	Section 31a	6-12 staff and administration
Activity - Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In coordination with Peer Tutoring program, staff and students will create a protocol for student led dialogue centered on support of students identified as at-risk with regard to behavior or academic success. Students will be trained in leadership skills and supported by the Peer Tutoring leadership to ensure that identified students are supported in their behavioral and academic endeavors.	Behavioral Support Program, Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/15/2017	\$0	No Funding Required	6-12 staff
Activity - Student Risk Screening Scale	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	District administration and 6-12 professional staff.
Activity - Teaching, Education and Mentoring (TEAM)	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.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Other	Build level administrator, School Resource Officer and classroom teachers

Strategy 2:

Explicit Instruction of Social Skills and Emotional Regulation - Students in Kindergarten through sixth grade will explicitly be taught social emotional learning (SEL) skills within district classrooms. The Common Core State Standards implicitly embeds within the Standards social emotional skill acquisition. Skills such as "students make

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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: School Culture

Research Cited: Research confirms that a focus on SEL improves students' social, emotional, and academic skills. In a meta-analysis of 213 SEL programs/interventions that conducted experimental or quasi-experimental designs, Durlak and colleagues (2011) (Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432.) found that students in SEL interventions (compared to control students) increased in social-emotional skills, attitudes towards self and others, academic achievement, and positive social behaviors, and decreased in conduct problems and emotional distress. More specifically, the meta-analysis revealed that students with SEL training gained 11 percentile points in test scores and similar gains in grades relative to students not in SEL program.

Tier: Tier 1

Activity - Skill Streaming Instruction	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.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	General Education teachers

Activity - Teaching, Educating, and Mentoring (TEAM)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Teaching, Educating, And mentoring (TEAM) School Liaison Program is a school-based "law related " education program taught by specially trained law enforcement officers. TEAM is a proactive effort to make schools and communities safer, promote responsible citizens, and encourage positive character traits.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	School Resource Officer

Activity - 6-12 Student Success Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Section 31a	School Success Coordinator

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Activity - Pellston Full Value Agreeemnt	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 (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 walk-throughs and the 5d+ Observation and Evaluation system.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	General Fund	6-12 Staff
Activity - 6-12 Book Study, " Developing Schoolwide Programs to Prevent & Manage Problem Behaviors"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will do a book study on "Developing School-wide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district.	Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$2600	Title II Part A	6-12 Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-8 Data Review-Summary of Effectiveness 2016-17	All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education Staff, Title I Professional staff and building administration
7-12 Vocabulary Instruction 2015-16	Our team will focus on delivering explicit Tier II Vocabulary Instruction within the English period of each day. Our focus will be on Tier II Vocabulary as research by Marzano suggests growth of 33 percentile points on standardized tests and an effect size of .95 or the equivalency of two years of student growth.	Direct Instruction	Tier 2	Implement	09/01/2015	06/15/2016	\$0	7-12 General Education Staff
6-12 Adaptive Schools Professional Learning 16-17	In addition to the leadership team, staff members will support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12

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6-12 Writing Across the Curriculum 16-17	In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All 6-12 staff
Student Risk Screening Scale	All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	District administration and 6-12 professional staff.
6-12 Adaptive Schools Professional Learning 16-17	In addition to the leadership team, staff members will support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
7-12 FLEX Period	All staff, grades 7-12, will provide supplemental instruction with a 30 minute FLEX period each day. This period is designed to strategically identify students based on state assessments, overall academic performance, and available screeners and then placing them with specific teachers to provide intentional and remedial instruction to these students. Teachers will provide instruction to students centered around identified gaps in their learning while also providing mentoring and support to these identified students.	Direct Instruction, Academic Support Program	Tier 2	Implement	09/01/2015	06/15/2016	\$0	All Staff grades 7-12

School Improvement Plan

Pellston Middle/High School

6-8 Data Review-Summary of Effectiveness 2016-17	All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education Staff, Title I Professional staff and building administration
K-12 Adaptive Schools Professional Learning 16-17	In addition to the leadership team, we will be sending new staff members to support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in 4 days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 Professional staff and administration
6-8 Data Review-Summary of Effectiveness 2016-17	All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education Staff, Title I Professional staff and building administration
Teaching, Educating, and Mentoring (TEAM)	The Teaching, Educating, And mentoring (TEAM) School Liaison Program is a school-based "law related " education program taught by specially trained law enforcement officers. TEAM is a proactive effort to make schools and communities safer, promote responsible citizens, and encourage positive character traits.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	School Resource Officer
Skill Streaming Instruction	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Education teachers

School Improvement Plan

Pellston Middle/High School

6-12 Adaptive Schools Professional Learning 16-17	In addition to the leadership team, staff members will support the K-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
6-8 Data Review-Summary of Effectiveness 2016-17	All staff with 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 6 times during the academic year. Teachers will meet an at least an additional 6 times per year to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education Staff, Title I Professional staff and building administration
6-12 Writing Across the Curriculum 16-17	In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All 6-12 staff
Pellston Full Value Agreement	Administrators will monitor the instructional atmosphere and 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 walk-throughs and the 5d+ Observation and Evaluation system.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	6-12 Staff

Section 31a

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

Pellston Middle/High School

6-8 Academic Academy Block	Pellston Middle/High Staff, Title I/Targeted Assistance professionals and paraprofessional staff will implement a 30 minute intervention in reading for each grade level 6-8. Students will be screened to identify individual student needs. Intervention programming and student grouping will be provided based on screening results. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grades 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff
6-12 Student Success Coordinator	6-12 student success coordinator will identify students for behavioral support based on office discipline referrals from previous school year. Coordinator will utilize a check in/check out system with identified students. Coordinator will work collaboratively with building level administrator to analyze trends in data, organize and record, and analyze office referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	6-12 staff and administration
6-12 Student Success Coordinator	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	School Success Coordinator
6-8 Academic Academy Block	Pellston Middle/High Staff, Title I/Targeted Assistance professionals and paraprofessional staff will implement a 30 minute intervention in reading for each grade level 6. Students will be screened to identify individual student needs. Intervention programming and student grouping will be provided based on screening results. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grades 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff

Title I Part A

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

Pellston Middle/High School

6-12 Extended Learning Time 2016-17	Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified 6-12 professional and paraprofessional staff
6-12 Extended Learning Time 2016-17	Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified 6-12 professional and paraprofessional staff

School Improvement Plan

Pellston Middle/High School

6-12 Extended Learning Time 2016-17	<p>Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified 6-12 professional and paraprofessional staff
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School Improvement Plan

Pellston Middle/High School

6-12 Extended Learning Time 2016-17	<p>Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified 6-12 professional and paraprofessional staff
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School Improvement Plan

Pellston Middle/High School

6-12 Extended Learning Time 2016-17	Students 6-12 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 universal screener results to provide additional support to students identified as at-risk in grades 6-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for student in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified 6-12 professional and paraprofessional staff
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-12 Professional Learning Full Value Agreement 2016-17	Administrators will monitor the instructional atmosphere and 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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$16000	All staff - grades 6-12

School Improvement Plan

Pellston Middle/High School

Professional Learning Full Value Agreement 2016-17	Administrators will monitor the instructional atmosphere and 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 walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All professional staff and departmental leadership
6-12 Professional Learning - Engagement 16-17	In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All staff - grades 6-12

School Improvement Plan

Pellston Middle/High School

<p>6-12 Professional Learning - Engagement 16-17</p>	<p>In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>6-12 General Education Staff, Special Education Staff, Title I professional staff</p>
<p>6-12 Literacy/Engagement Consultant 16-17</p>	<p>Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core and intervention reading time. The consultant will assist staff in constructing reading intervention programming for grades K-12, and will assist them with identifying strategies essential for student growth.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>6-12 general education staff, paraprofessionals, and literacy engagement consultant</p>

School Improvement Plan

Pellston Middle/High School

<p>6-12 Data Team Consultant Pam Thompson 2016-17</p>	<p>Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All staff - grades 6-12</p>
<p>Professional Learning Full Value Agreement 2016-17</p>	<p>Administrators will monitor the instructional atmosphere and 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 walk-throughs and the 5d+ Observation and Evaluation system.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All staff - grades 6-12</p>
<p>6-12 Writing Across the Curriculum 2016-17</p>	<p>6-12 staff will implement the MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>6-12 Professional Staff</p>

School Improvement Plan

Pellston Middle/High School

6-12 Professional Learning - Engagement 16-17	In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
6-12 Writing Across the Curriculum 16-17	In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$500	All 6-12 staff

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<p>6-12 Data Team Consultant Pam Thompson 2016-17</p>	<p>Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All staff - grades 6-12</p>
<p>6-12 Data Team Consultant Pam Thompson 2016-17</p>	<p>Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All staff - grades 6-12</p>

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Pellston Middle/High School

6-12 Professional Learning - Engagement 16-17	In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
Professional Learning Full Value Agreement 2016-17	Administrators will monitor the instructional atmosphere and 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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
6-12 Professional Book Study - Poverty 16-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All staff - grades 6-12

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6-12 Writing Across the Curriculum 16-17	In an effort to increase student achievement in reading and writing, 6-12 staff will continue implementing MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All 6-12 staff
6-12 Literacy/Engagement Consultant 16-17	Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	6-12 general education staff, paraprofessionals, and literacy engagement consultant
6-12 Book Study, "Developing Schoolwide Programs to Prevent & Manage Problem Behaviors"	Staff will do a book study on "Developing Schoolwide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district.	Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$2600	6-12 Staff
6-12 Professional Learning-Data 2016-17	In an effort to build teacher capacity for data teams/data analysis/remediation, our staff will focus on professional development that is research based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district, and/or state level.	Professional Learning	Tier 2	Implement	09/01/2016	06/01/2017	\$0	6-12 staff, Special Education staff and Title I professional staff
6-12 Literacy/Engagement Consultant 16-17	Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	6-12 general education staff, paraprofessionals, and literacy engagement consultant

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K-12 Book Study - Poverty 16-17	Engaging Students with Poverty in Mind. Our team will be assigned readings 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 Professional Staff
6-12 Literacy/Engagement Consultant 16-17	Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$8500	6-12 general education staff, paraprofessionals, and literacy engagement consultant
Professional Learning Full Value Agreement 2016-17	Administrators will monitor the instructional atmosphere and 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 walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
6-12 Professional Learning - Engagement 16-17	In an effort to build teacher capacity for student engagement and an improved school climate, our staff will focus on professional learning that is research-based and validated in practice, ensuring that strategies are sound and implemented 6-12 with fidelity. Our team has been provided professional development on classroom discussion as a means to increase student engagement and rigor within teacher instruction. Our teachers have committed to the implementation of strategies including but not limited to ladder ranking, fish bowl, tear share, etc. We are to adopt several of these strategies as a means of increasing student engagement which we know to have an effect size of .59 to 1.0 according to Marzano.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All staff - grades 6-12

School Improvement Plan

Pellston Middle/High School

6-12 Professional Book Study - Poverty 16-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
6-12 Data Team Consultant Pam Thompson 2016-17	Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our PSAT/SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$1400	All staff - grades 6-12

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-12 Professional Book Study - Poverty 16-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	All staff - grades 6-12

School Improvement Plan

Pellston Middle/High School

K-12 INTEL Math 16-17	Participants will learn best practices for math while attending the collaborative funded through the MI2M grant. Teams will meet quarterly to review practices in the area of mathematics and ensure instruction that is both effective and engaging to our students. During the 2016-17 school year, trained staff will participate in professional learning follow-up dates.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 Professional Staff
6-8 Data Review-Summary of Effectiveness 2016-17	All staff with 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 at least 6 times during the academic year. Teachers will meet at least 6 additional times throughout the school year as professional learning communities to review content area student achievement data.	Teacher Collaboration	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education staff, Title I and At-Risk professional staff and building administration
K-12 Math Collaborative 2016-17	K-12 Staff will participate in local and ISD math collaborative professional development during the school year. These collaboratives will assist staff in adding rigor and relevance to daily instruction incorporating the Common Core State Standards.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff
6-12 Adaptive Schools Professional Learning 16-17	In addition to the leadership team, staff members will support the 6-12 Adaptive Schools Initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
K-12 TRIG 22i	This initiative is centered around building the infrastructure and teacher capacity to prepare students for the demands of 21st century technology and the online testing demands associated with state designated testing. Lead teachers have been trained, and will deliver training as well as consultation to staff as we provide the hardware and essential skills to meet with these ever changing technological demands as well as ensuring staff can both meet the needs of our students while ensuring increased student engagement through the incorporation of technology in daily instruction.	Professional Learning	Tier 1	Implement	09/03/2014	06/09/2015	\$7000	Jared Powell (trainer) Emily Wolford (trainer) All Staff - 6-12

School Improvement Plan

Pellston Middle/High School

Teaching, Education and Mentoring (TEAM)	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.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/01/2017	\$0	Build level administrator, School Resource Officer and classroom teachers
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-12 Writing Across the Curriculum 2016-17	6-12 staff will implement the MAISA Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	6-12 staff
Student Mentoring	In coordination with Peer Tutoring program, staff and students will create a protocol for student led dialogue centered on support of students identified as at-risk with regard to behavior or academic success. Students will be trained in leadership skills and supported by the Peer Tutoring leadership to ensure that identified students are supported in their behavioral and academic endeavors.	Behavioral Support Program, Academic Support Program	Tier 2	Getting Ready	09/01/2016	06/15/2017	\$0	6-12 staff
K-12 Book Study - Highly Engaged 14-15	The Highly Engaged Classroom by Dr. Robert Marzano. Our team will be assigned readings 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 via classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/03/2014	06/09/2015	\$0	All staff - grades 6-12
Eureka Math 2016-17	K-8 staff will participate in local Eureka Math professional development from our ISD math consultant to effectively weave the Eureka math strategies into daily practice.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-8 Staff

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6-12 Student Engagement	Our team has been trained and instructed to implement strategies that will lead to increased student engagement within our daily instruction. Through professional development and incorporation in staff meetings, our team has been provided training and support to implement strategies that will make learning mandatory and visible. Through the use of strategies such as Chunk and Chew, note-taking strategies including but not limited to Cornell Notes, Frayer Models and 5-2-1, as well as strategies centered on student interaction and classroom discussion including chalk-talk, ladder ranking, tear share, etc., our team will adopt and implement strategies within the classroom of their preference but steeped in practices presented during our professional development.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All staff - grades 6-12
Administrative Professional Learning 2015-16	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	09/01/2015	06/15/2016	\$0	Building and Central Office Administration