

Pellston Middle/High School Improvement Plan 06212018

Pellston Middle/High School
Pellston Public Schools

Mr. Enos Bacon, Principal
172 PARK ST
PELLSTON, MI 49769-9400

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Overview

Plan Name

Pellston Middle/High School Improvement Plan 06212018

Plan Description

this plan is a piece of the district overarching district Improvement Plan and was completed in collaboration with other building administrators.

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 Writing by 2018-2019.	Objectives: 1 Strategies: 2 Activities: 13	Academic	\$1000
2	All students of Pellston Middle/High School will demonstrate proficiency in Social Studies by 2018-2019.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$0
3	All students of Pellston Middle/High School will demonstrate proficiency in mathematics 2018-2019.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$0
4	All students of Pellston Middle/High School will demonstrate proficiency in Science.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$3000
5	All students of Pellston Middle/High School will demonstrate proficiency in Reading by 2018-2019.	Objectives: 1 Strategies: 2 Activities: 12	Academic	\$0
6	All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting 2018-2019.	Objectives: 1 Strategies: 2 Activities: 14	Organizational	\$105000

Goal 1: All students of Pellston Middle/High School will demonstrate proficiency in Writing by 2018-2019.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency and competency in Writing with students meeting requirements in Writing by 06/14/2019 as measured by as measured by state designated tests..

Strategy 1:

K-12 Supplemental Instruction 2018-2019 - Through the use of triangulation of data (historic grades, BEACON benchmark assessments, and M-Step 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. Funds used to support this intervention will come from various grant and school aid funds.

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 - K-12 Multi-Tiered System of Support Administrative Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 Administrative team (principals and superintendent)

Activity - 6-9 Academic Seminar 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Identified Professional Staff
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Activity - 6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A, Other	Identified professional and paraprofessional staff

Activity - K-12 Professional Learning - Engagement 2018-2019	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. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff, special education and professional staff

Activity - 6-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	6-12 Staff

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Activity - 6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 professional staff
Activity - 6-9 Data Review-Summary of Effectiveness 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and additional times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Grades 6-9 general education staff and administration

Strategy 2:

Effective Feedback 2018-2019 - 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 - K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	Title II Part A	K-12 staff

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Activity - K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 Staff
Activity - 6-12 Student Self Assessment 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 staff
Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff

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Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$1000	General Fund	PBIS Teams K-12 Staff
Activity - K-12 Common Formative Assessments 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff

Goal 2: All students of Pellston Middle/High School will demonstrate proficiency in Social Studies by 2018-2019.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency and competency in Social Studies with students meeting requirements in Social Studies by 06/14/2019 as measured by state designated tests..

Strategy 1:

K-12 Supplemental Instruction 2018-2019 - Through the use of triangulation of data (historic grades, BEACON benchmark assessments, and M-Step 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. Funds used to support this intervention will come from various grant and school aid funds.

Category: Social Studies

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

Tier: Tier 2

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Activity - K-12 Multi-Tiered System of Support Administrative Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meetings will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Title II Part A	All K-12 Administrative Staff (principals and superintendent)
Activity - Grade 6-9 Academic Seminar 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Identified professional staff.
Activity - 6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A, Other	Identified professional and paraprofessional staff
Activity - 6-12 Professional Learning-Data 2018-2019	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 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	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 professional staff
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Activity - 6-9 Data Review-Summary of Effectiveness 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Grades 6-9 general education staff and administration

Strategy 2:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Social Studies

Research Cited: 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 - K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff

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Activity - K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff
Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff
Activity - 6-12 Student Self Assessment 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 staff

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Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	PBIS Teams K-12 Staff
Activity - K-12 Common Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff

Goal 3: All students of Pellston Middle/High School will demonstrate proficiency in mathematics 2018-2019.

Measurable Objective 1:

5% of All Students will demonstrate a proficiency and competency with students meeting requirements in Mathematics by 06/30/2019 as measured by state identified assessment.

Strategy 1:

Effective Feedback 2018-2019 - 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

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(Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K-12 Professional Learning - Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, our staff will focus on professional development that is research based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district, and/or state level.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff

Activity - K-12 Math Collaborative 2018-2019	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	09/01/2018	06/30/2019	\$0	Other	K-12 professional staff

Activity - K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 Staff

Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff

Activity - 6-8 Eureka Math Modules 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All 6-8 staff will participate in local ongoing Eureka Math professional development from our ISD Math Consultant with the purpose of more deeply understanding its content and with a purpose of mapping out the Eureka Math curriculum/modules in order to complete/master grade level curriculum.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	No Funding Required	6-8 general education teachers, special education teachers, Title I and ISD math consultant, building administrator
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Activity - K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 professional staff

Activity - 6-12 Student Self Assessment 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 staff

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Pellston Middle/High School

Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	PBIS Teams K-12 Staff

Activity - K-12 Common Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 identified staff

Strategy 2:

K-12 Supplemental Instruction 2018-2019 - Through the use of triangulation of data (historic grades, BEACON benchmark assessments, and M-Step 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. Funds used to support this intervention will come from various grant and school aid funds.

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 - Grade 6-9 Academic Seminar 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston Middle/High School Improvement Plan 06212018

Pellston Middle/High School

Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Identified professional staff.
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Activity - 6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 professional staff

Activity - K-12 Multi-Tiered System of Support Administrative Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Title II Part A	All K-12 Administrative Staff (principals and superintendent)

Activity - 6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other, Title I Part A	Identified professional and paraprofessional staff

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Pellston Middle/High School

Activity - 6-9 WIN Period 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through triangulation of grades, MSTEP scores, and Beacon Benchmark assessment data, students will be identified with deficiencies in mathematics. Professional staff will be assigned small groups of students to pre-teach skill deficiencies specifically related to curriculum in the respective grade levels. Teachers will coordinate with intervention instructors to ensure the deficiencies are being addressed as it applies to current instruction.	Academic Support Program	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Title II Part A	Identified Professional Staff
Activity - 6-9 Data Review-Summary of Effectiveness 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and additional times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Grades 6-9 general education staff and administration

Goal 4: All students of Pellston Middle/High School will demonstrate proficiency in Science.**Measurable Objective 1:**

A 5% increase of All Students will demonstrate a proficiency and competency with students meeting requirements in Science by 06/15/2018 as measured by as measured by state identified tests..

Strategy 1:

K-12 Supplemental Instruction 2018-2019 - Through the use of triangulation of data (historic grades, BEACON benchmark assessments, and M-Step 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. Funds used to support this intervention will come from various grant and school aid funds.

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

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Pellston Middle/High School

Activity - Grade 6-9 Academic Seminar 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Identified Professional Staff
Activity - 6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other, Title I Part A	Identified professional and paraprofessional staff
Activity - 6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 professional staff
Activity - K-12 Multi-Tiered System of Support Administrative Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pellston Middle/High School

The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Title II Part A	All K-12 Administrative Staff (principals and superintendent)
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Activity - 6-9 Data Review-Summary of Effectiveness 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Grades 6-9 general education staff and administration

Strategy 2:

Effective Feedback 2018-2019 - 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 - K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff

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Activity - K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 Staff
Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 staff
Activity - 6-12 Student Self Assessment 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 Staff

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Pellston Middle/High School

Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	PBIS Teams K-12 Staff
Activity - K-12 NGSS/MSS Curriculum Implementation 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the K-12 Next Generation Science Standards (NGSS)/Michigan Science Standards (MSS), for K-12 as the source of teaching science. Staff will use resources developed by states that have adopted the NGSS/MSS as a source for Teacher Guides, Materials, Trade Books, and lessons. Staff will specifically focus on Science and Engineering Practices. Staff will participate in professional learning related to new standards.	Curriculum Development	Tier 1	Implement	09/01/2018	06/30/2019	\$3000	Other	K-12 science staff, administration
Activity - K-12 Common Formative Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff

Goal 5: All students of Pellston Middle/High School will demonstrate proficiency in Reading by 2018-2019.

Measurable Objective 1:

A 5% increase of All Students will demonstrate a proficiency and competency in Reading with students meeting requirements in English Language Arts by 06/30/2019 as measured by state identified tests.

Strategy 1:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

Research Cited: 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 - K-12 Professional Learning - Engagement 2018-2019	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. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff

Activity - K-12 Professional Learning Full Value Agreement 2018-2019	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, PBIS systems and supports as well as 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff

Activity - K-12 Professional Learning - Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston Middle/High School

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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff, special education, and professional staff.
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Activity - 6-12 Student Self Assessment 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 staff

Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	PBIS Teams K-12 Staff

Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pellston Middle/High School

Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff
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Activity - K-12 Common Formative Assessments 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Staff

Strategy 2:

K-12 Supplemental Instruction 2018-2019 - Through the use of triangulation of data (historic grades, BEACON benchmark assessments, and M-Step 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. Funds used to support this intervention will come from various grant and school aid funds.

Category: English/Language Arts

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp.

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

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

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

Tier: Tier 2

Activity - Grade 6-9 Academic Seminar 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston Middle/High School

Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Identified professional staff.
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Activity - K-12 Multi-Tiered System of Support Administrative Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Title II Part A	All K-12 Administrative staff (Principals and Superintendent)

Activity - 6-9 Data Review-Summary of Effectiveness 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Grades 6-9 general education staff and administration

Activity - 6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service..	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other, Title I Part A	Identified professional and paraprofessional staff

Activity - 6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	Title II Part A	6-12 professional staff

Goal 6: All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting 2018-2019.

Measurable Objective 1:

demonstrate a proficiency of learning the behavior expectations for the building by 06/30/2019 as measured by reducing the office discipline referrals by 15% as compared to the previous school year data.

Strategy 1:

Social Emotional Learning Initiative 2018-2019 - District, building and teacher leaders will work collaboratively to integrate opportunities to build staff and students' social emotional competencies, enhancing the skills, attitudes, and behaviors that research indicates are necessary precursors to effective and ethical mastery of daily tasks and challenges. Explicit teaching and modeling of the five social emotional learning competencies: 1) Self Awareness, 2) Self-Management, 3) Social Awareness, 4) Relationship Skills and 5) Responsible Decision-Making will occur for all staff and students throughout the building. Opportunities for guided and independent practice of the five competencies will be embedded in students' existing courses and staff professional learning opportunities. Building-wide staff and student expectations will reflect an understanding and integration of SEL competencies. Corrections and consequences for staff and/or student behavior errors will be aligned with both building expectations and SEL competencies. Stakeholders will be engaged in learning opportunities that build their understanding of the compelling "why" for SEL work, the purpose and intended outcomes of the work, and the role they can play in supporting and extending the work.

Category: School Culture

Research Cited: Domitrovich, C. E., Durlak, J., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk and school children. *Child Development*, 88, 408-416. doi:10.1111/cdev.12739

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Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46, 277-297. doi:10.1080/0305764X.2015.1125450

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Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *Future of Children*, 27(1), 137-156.

Sklad, M., Diekstra, R., Ritter, M. D., Ben, J. & Gravesteyn, C. (2012), Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students’ development in the area of skill, behavior, and adjustment? *Psychology in the Schools*, 49, 892–909.

Taylor, R., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88, 1156-1181. DOI:10.1111/cdev.12864

Weissberg, R. P., & Cascarino, J. (2013). Academic learning + social-emotional learning = national priority. *Phi Delta Kappan*, 52, 8-13.

Tier: Tier 2

Activity - 6-12 Restorative Practices Coordinator 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The district in collaboration with Northern Michigan Community Mediation will employ a Restorative Practices Coordinator (RPC). The RPC will identify students for behavioral support based on office discipline referrals (ODR) from the previous school year. The coordinator will utilize a variety of Tier II strategies such as check-in/Check-out system with identified students. The coordinator will work collaboratively with building level administrators and counselors 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 2	Implement	09/01/2018	06/30/2019	\$60000	Section 31a	Administration and Student Success Coordinator
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Activity - 6-12 Student Mentoring Program 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the continued development of a Peer Mentoring Program, staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, behavioral screening screening scales, academic and attendance data, etc.). Staff members will serve as mentors to assist students in situations and practicing appropriate in-schools behaviors/expectations.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other	Identified Staff, Counselors

Activity - K-12 Student Risk Screening Scale 2018-2019	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 (SRSS) to identify social/emotional needs of students with the classroom, grade level and building. Building level counselor will be used as a source for tier II students in the behavioral SEL support. Tier II and Tier III students where appropriate, will be referred to the onsite Hornet Health Center.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 staff and administration, counselor, Hornet Health Center

Activity - K-12 Teaching, Education and Mentoring (TEAM) 2018-2019	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	09/01/2018	06/30/2019	\$0	Other	K-12 staff and Liaison Officer

Strategy 2:
 Explicit Instruction of Social Skills and Emotional Regulation 2018-2019 - Students in Kindergarten through sixth grade will explicitly be taught social emotional learning (SEL) skills within district classrooms. The Common Core State Standards implicitly embeds within the Standards social emotional skill acquisition. Skills such as "students make sense of problems and persevere in solving them" or "when constructing viable arguments, students justify their conclusions, communicate them to others, and respond to the arguments of others" and "RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions

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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 - K-12 Skillstreaming Instruction 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Skillstreaming will be used with students identified through SRSS and students with Behavioral Intervention Plans.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Student Success Coordinator Special Education Teachers Counselors

Activity - K-12 Pellston Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	Other	K-12 Staff and administration

Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Middle/High School is participating in a MiBLSi PBIS Grant acquired by the Char-Em ISD. Pellston Middle/High has been identified as a new participant in this programming. This will provide for consistent expectations and accountability within the building for all staff, students and families as well as involving a component for data analysis as a means for improving student behavior and support therein. This is a two year grant with financial supports built in, with sustainability safeguards built in as well. This programming will support all tiers of behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 staff, counselors, and administration

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Activity - K-12 Teaching, Education and Mentoring (TEAM) 2018-2019	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, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 staff and Liaison Officer
Activity - 6-12 School Counselor	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Middle/High School will utilize a school counselor in an effort to support students identified as At-Risk of failure or demonstrating social/emotional deficiencies.	Behavioral Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$35000	Title II Part A	6-12 School Counselor
Activity - 6-12 Compassionate Self Care 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Compassionate Self Care is a program developed to address student social and emotional deficiencies as well as provide a practice response to explicitly teaching students how to self manage themselves and their feelings. Resources include posters and cards that provide a roadmap to the provider and the student to engage in meaningful discussions about the challenges they may face in their lives.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$1000	Title II Part A	6-12 Staff, Counselor
Activity - K-12 Classroom Pislitive Behavior Interventions and Supports 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 Staff will use the text "Classroom Positive Behavior Interventions and Support" by Brandy Simonsen to develop systems within district classrooms that support school-wide systems that are currently in place.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$2000	Section 31a	K-12 all staff and district administrators
Activity - K-12 Caregiver Resource Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the Professional Learning Day staff will receive training from Emmet County Department of Health and Human Services staff, in responding to students that have experienced childhood trauma and resulting behavioral challenges, what escalation looks like and de-escalation strategies that can be used in district classrooms.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	08/29/2018	\$500	Title II Part A	K-12 staff and administrators

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Activity - 9-12 MSU/CAC Personnel 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Working collaboratively with Michigan State University (MSU), Pellston Public Schools employs a College Advisory Corps person within our school. This individual coordinates with the school and MSU to provide services to students in preparation for college. The purpose of this position is to assist all families, particularly those first generation students to attend college. This person serves as a support for scholarship as well as financial aid, applying to college, etc., and will host family evenings in support of this endeavor. This individual works collaboratively with district administration and is overseen by the counseling office.</p>	<p>Community Engagement, Career Preparation /Orientation, Academic Support Program, Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$5500</p>	<p>Section 31a</p>	<p>Counselor and Administration</p>
Activity - 6-12 PBIS Rewards 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will use the PBIS Rewards system to promote positive behavior and culture in our building. A part of the state initiative to promote positive behaviors and school response to behaviors, our staff will use the PBIS Rewards App to support acknowledging positive behavior, and to promote participation in school sponsored acknowledgments and events. In addition, this program will provide a system for Tier II interventions with students that includes a structured system for check-in/check-out as well as other interventions to promote correcting behavior and meeting expectations.</p>	<p>Behavioral Support Program, Policy and Process</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$1000</p>	<p>Section 31a</p>	<p>6-12 staff</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-8 Eureka Math Modules 2018-2019	All 6-8 staff will participate in local ongoing Eureka Math professional development from our ISD Math Consultant with the purpose of more deeply understanding its content and with a purpose of mapping out the Eureka Math curriculum/modules in order to complete/master grade level curriculum.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-8 general education teachers, special education teachers, Title I and ISD math consultant, building administrator

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Teaching, Education and Mentoring (TEAM) 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 staff and Liaison Officer

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6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff
K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Pellston Middle/High School is participating in a MiBLSi PBIS Grant acquired by the Char-Em ISD. Pellston Middle/High has been identified as a new participant in this programming. This will provide for consistent expectations and accountability within the building for all staff, students and families as well as involving a component for data analysis as a means for improving student behavior and support therein. This is a two year grant with financial supports built in, with sustainability safeguards built in as well. This programming will support all tiers of behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff, counselors, and administration
K-12 Student Risk Screening Scale 2018-2019	All professional staff will use the Student Risk Screener Scale (SRSS) to identify social/emotional needs of students with the classroom, grade level and building. Building level counselor will be used as a source for tier II students in the behavioral SEL support. Tier II and Tier III students where appropriate, will be referred to the onsite Hornet Health Center.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff and administration, counselor, Hornet Health Center
6-12 Student Mentoring Program 2018-2019	Through the continued development of a Peer Mentoring Program, staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, behavioral screening screening scales, academic and attendance data, etc.). Staff members will serve as mentors to assist students in situations and practicing appropriate in-schools behaviors/expectations.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified Staff, Counselors

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K-12 NGSS/MSS Curriculum Implementation 2018-2019	Staff will utilize the K-12 Next Generation Science Standards (NGSS)/Michigan Science Standards (MSS), for K-12 as the source of teaching science. Staff will use resources developed by states that have adopted the NGSS/MSS as a source for Teacher Guides, Materials, Trade Books, and lessons. Staff will specifically focus on Science and Engineering Practices. Staff will participate in professional learning related to new standards.	Curriculum Development	Tier 1	Implement	09/01/2018	06/30/2019	\$3000	K-12 science staff, administration
K-12 Math Collaborative 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 professional staff
6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff
6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service..	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff

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6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff
6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff
K-12 Pellston Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 Staff and administration

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K-12 Teaching, Education and Mentoring (TEAM) 2018-2019	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, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff and Liaison Officer
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Adaptive Schools Professional Learning 2018-2019	Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff
K-12 Common Formative Assessments 2018-2019	Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff
6-9 Data Review-Summary of Effectiveness 2018-2019	All staff will review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and additional times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Grades 6-9 general education staff and administration
K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	PBIS Teams K-12 Staff

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6-9 Data Review-Summary of Effectiveness 2018-2019	All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Grades 6-9 general education staff and administration
6-9 Data Review-Summary of Effectiveness 2018-2019	All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Grades 6-9 general education staff and administration
K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	PBIS Teams K-12 Staff
K-12 Common Formative Assessments	Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 identified staff
K-12 Common Formative Assessments 2018-2019	Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff

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K-12 Adaptive Schools Professional Learning 2018-2019	Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff
K-12 Common Formative Assessments	Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff
K-12 Adaptive Schools Professional Learning 2018-2019	Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff
K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$1000	PBIS Teams K-12 Staff
K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	PBIS Teams K-12 Staff

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K-12 Skillstreaming Instruction 2018-2019	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Skillstreaming will be used with students identified through SRSS and students with Behavioral Intervention Plans.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Student Success Coordinator Special Education Teachers Counselors
6-9 Data Review-Summary of Effectiveness 2018-2019	All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Grades 6-9 general education staff and administration
K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	PBIS Teams K-12 Staff
K-12 Adaptive Schools Professional Learning 2018-2019	Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff
K-12 Common Formative Assessments	Identified staff will collaborate with neighboring school personnel in an effort to create common formative assessments in the area of science and English. These efforts will seek to review state standards and prioritize those standards that bear the most weight in terms of what students should know and be able to do. Staff will use this process to drive curriculum mapping and refining the skills being taught to our students. Other content areas will be added as determined by Char-Em ISD.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 Staff

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6-9 Data Review-Summary of Effectiveness 2018-2019	All staff with review Beacon Benchmark data, grades, and state assessment data with teachers and administration. Teachers will meet at least 3 times in the school year and addition times where deemed necessary to review content area student achievement data and make appropriate instructional/curricular adjustments to our maps and pacing guides as well as instructional adjustments to meet the needs of our students.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Grades 6-9 general education staff and administration
6-12 Adaptive Schools Professional Learning 2018-2019	All staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-12 Staff

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-12 PBIS Rewards 2018-2019	Staff will use the PBIS Rewards system to promote positive behavior and culture in our building. A part of the state initiative to promote positive behaviors and school response to behaviors, our staff will use the PBIS Rewards App to support acknowledging positive behavior, and to promote participation in school sponsored acknowledgments and events. In addition, this program will provide a system for Tier II interventions with students that includes a structured system for check-in/check-out as well as other interventions to promote correcting behavior and meeting expectations.	Behavioral Support Program, Policy and Process	Tier 2	Implement	09/01/2018	06/30/2019	\$1000	6-12 staff

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6-12 Restorative Practices Coordinator 2018-2019	The district in collaboration with Northern Michigan Community Mediation will employ a Restorative Practices Coordinator (RPC). The RPC will identify students for behavioral support based on office discipline referrals (ODR) from the previous school year. The coordinator will utilize a variety of Tier II strategies such as check-in/Check-out system with identified students. The coordinator will work collaboratively with building level administrators and counselors 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 2	Implement	09/01/2018	06/30/2019	\$60000	Administrati on and Student Success Coordinator
K-12 Classroom Pisitve Behavior Interventions and Supports 2018-2019	K-12 Staff will use the text "Classroom Positive Behavior Interventions and Support" by Brandy Simonsen to develop systems within district classrooms that support school-wide systems that are currently in place.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$2000	K-12 all staff and district administrat ors
9-12 MSU/CAC Personnel 2018-2019	Working collaboratively with Michigan State University (MSU), Pellston Public Schools employs a College Advisory Corps person within our school. This individual coordinates with the school and MSU to provide services to students in preparation for college. The purpose of this position is to assist all families, particularly those first generation students to attend college. This person serves as a support for scholarship as well as financial aid, applying to college, etc., and will host family evenings in support of this endeavor. This individual works collaboratively with district administration and is overseen by the counseling office.	Community Engageme nt, Career Preparation /Orientation , Academic Support Program, Parent Involvement	Tier 1	Implement	09/01/2018	06/30/2019	\$5500	Counselor and Administrati on

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsibl e
6-12 Professional Learning-Data 2018-2019	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.	Professiona l Learning	Tier 2	Implement	09/01/2018	06/30/2019	\$0	6-12 professiona l staff

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6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	6-12 professional staff
6-12 Student Self Assessment 2018-2019	Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-12 Staff
K-12 Caregiver Resource Training 2018-2019	During the Professional Learning Day staff will receive training from Emmet County Department of Health and Human Services staff, in responding to students that have experienced childhood trauma and resulting behavioral challenges, what escalation looks like and de-escalation strategies that can be used in district classrooms.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	08/29/2018	\$500	K-12 staff and administrators
6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	6-12 professional staff

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6-9 WIN Period 2018-2019	Through triangulation of grades, MSTEP scores, and Beacon Benchmark assessment data, students will be identified with deficiencies in mathematics. Professional staff will be assigned small groups of students to pre-teach skill deficiencies specifically related to curriculum in the respective grade levels. Teachers will coordinate with intervention instructors to ensure the deficiencies are being addressed as it applies to current instruction.	Academic Support Program	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	Identified Professional Staff
6-12 School Counselor	Pellston Middle/High School will utilize a school counselor in an effort to support students identified as At-Risk of failure or demonstrating social/emotional deficiencies.	Behavioral Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$35000	6-12 School Counselor
Grade 6-9 Academic Seminar 2018-2019	Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional staff.
K-12 Multi-Tiered System of Support Administrative Training 2018-2019	The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	K-12 Administrative team (principals and superintendent)

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6-12 Student Self Assessment 2018-2019	Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-12 staff
K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 Staff
K-12 Adaptive Schools Professional Learning 2018-2019	Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff

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K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 staff
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6-12 Student Self Assessment 2018-2019	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor</p>	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-12 staff
K-12 Professional Learning - Engagement 2018-2019	<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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.</p>	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff, special education, and professional staff.

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Grade 6-9 Academic Seminar 2018-2019	Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional staff.
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6-12 Student Self Assessment 2018-2019	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-12 staff
K-12 Professional Learning - Engagement 2018-2019	<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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.</p>	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 staff

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K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 Staff
K-12 Professional Learning Full Value Agreement 2018-2019	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, PBIS systems and supports as well as 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 staff
6-9 Academic Seminar 2018-2019	Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified Professional Staff
K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 staff
6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	6-12 professional staff

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K-12 Multi-Tiered System of Support Administrative Training 2018-2019	The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	All K-12 Administrative Staff (principals and superintendent)
K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/03/2018	06/14/2019	\$0	K-12 staff
K-12 Professional Learning - Engagement 2018-2019	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 K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 professional staff
K-12 Professional Learning - Engagement 2018-2019	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. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 staff
K-12 Multi-Tiered System of Support Administrative Training 2018-2019	The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	All K-12 Administrative Staff (principals and superintendent)
6-12 Compassionate Self Care 2018-2019	Compassionate Self Care is a program developed to address student social and emotional deficiencies as well as provide a practice response to explicitly teaching students how to self manage themselves and their feelings. Resources include posters and cards that provide a roadmap to the provider and the student to engage in meaningful discussions about the challenges they may face in their lives.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$1000	6-12 Staff, Counselor

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Grade 6-9 Academic Seminar 2018-2019	Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified Professional Staff
K-12 Professional Learning Full Value Agreement 2018-2019	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	09/01/2018	06/30/2019	\$0	K-12 Staff
Grade 6-9 Academic Seminar 2018-2019	Pellston Middle/High Staff will implement an intervention period to support in reading for each grade level 6-9. Data will be triangulated using grades, MSTEP, and Benchmark tests to determine level of need and service provided. Intervention instructors will be provided in the WIN (What I Need) period. The WIN period will provide skills to support academic success in their regularly scheduled class. These periods and instruction will be provided opposite an academic seminar where students will be provided supports to ensure their academic supports as well.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional staff.

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6-12 Student Self Assessment 2018-2019	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	Teacher Collaboration, Direct Instruction, Academic Support Program, Professional Learning, Walkthrough	Tier 1	Implement	09/01/2018	06/30/2019	\$0	6-12 staff
K-12 Multi-Tiered System of Support Administrative Training 2018-2019	<p>The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.</p>	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	All K-12 Administrative Staff (principals and superintendent)

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6-12 Professional Learning-Data 2018-2019	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	09/01/2018	06/30/2019	\$0	6-12 professional staff
K-12 Professional Learning - Engagement 2018-2019	In an effort to build teacher capacity for student engagement, our staff will focus on professional development that is research based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional learning opportunities will occur at the building, intermediate school district, and/or state level.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff
K-12 Multi-Tiered System of Support Administrative Training 2018-2019	The team will participate in a multi-tiered system of support in tri-annual meetings with district quarterly meetings with the district and ISD regarding implementation of an effective and sustainable multi-tiered system of support. The focus of these meeting will be effective early intervention for students in the K-12 and the literacy needs of early adolescents in grades 6-9.	Academic Support Program, Professional Learning	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$0	All K-12 Administrative staff (Principals and Superintendent)
K-12 Professional Learning - Engagement 2018-2019	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. Professional learning opportunities will occur at the building, intermediate school district and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff, special education and professional 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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Pellston Middle/High School

6-12 Extended Learning Time 2018-2019	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, quarterly grades, and Beacon Benchmark Assessment . Programming will provide additional support in all content areas, including mathematics. Students identified as at-risk in grades 6-12 will be provided an opportunity to work in a small group setting and provided additional assistance from a certified teacher. Students receiving services may do so at the recommendation of a teacher, counselor, administrator, or parent where data supports the student receiving the service.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff
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