



# **District Improvement Plan**

## **Pellston Public Schools**

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

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

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

## **Description of the School System**

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

Pellston Public Schools is located in the lower peninsula of Michigan. Pellston Public Schools is identified as a rural K-12 school district located in the northwest corner of Emmet County. The expansive square mileage of the district is approximately 248.18 miles, making it one of the largest districts in the lower peninsula. Pellston Schools is also identified and receives funding as an isolated district. The district serves students from the communities of Bliss, Carp Lake, Levering, Pellston and Brutus. The district anticipates an approximate enrollment of 520 students attending K-12 programs for the fall of 2016. This small rural, remote district continues to experience a significant and continuous decline in student enrollment thus impacting revenue and student programming opportunities. The District hosts on-site two preschool programs funded with Great Starts Readiness Program funds and uses supplemental funds to provide services to 34 full time students.

According to census count figures, our district has a population of approximately 875 children from ages 5-19 who are eligible to attend our school, however as noted above we actually service approximately 60% of these children in our schools. It is our understanding that the remaining students attend neighboring schools through Schools of Choice (as many of our parents work in a much larger nearby community taking their students to that community for convenience) or are home schooled by their parents.

The district's demographics show the families within our district are approximately 50% blue collar and 50% white collar. The median income for families in the age range of 25-44 is approximately \$43,000 annually. Over 60% of our students qualify for free or reduced price breakfast and lunches throughout the year. Approximately 20% of our student population is Native American.

The Pellston Schools are housed in two facilities, an elementary school with two pre-school programs and six grades K-5, and a Middle/High School for students in grades 6-8 and 9-12. Because of the recent declining enrollments each grade level has been reduced to two sections per grade level this year with the exception of grade four and five that is tentatively slated for a total of three sections due to declining enrollment numbers. Our professional FTE count has appropriately declined with enrollment numbers to 34 full time equivalents. With this distribution of students, we do not consider ourselves to be "over crowded" in either facility or in any classroom. Buildings are energy efficient and climate controlled year round.

District administrators and both professional and support staff are dedicated to developing and implementing high quality educational programs for our students. Helping students achieve at high levels as required by Ed Yes, is challenging for us because of our diverse population. Achievement on MEAP or MME/ACT tests are improving, however class to class upward progress is not steady and at the middle grade levels student success and motivation concerns to be an area of need. Teachers are supported with professional learning as targeted by the District School Improvement Plan and best practice reform strategies continue to be an area of focus across the district.

Use of technology to supplement and blend instruction has been an area of professional support and is used frequently in classrooms across the district. The district has utilized ARRA funds, bond funds, Title IA funds and SRSA funds to embed technology as part of the commitment to critical 21st Century skills for its students.





## **System's Purpose**

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

### Pellston Public School District Mission Statement

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

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

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

### Vision Statement

In our vision, at Pellston Schools, the learning environment is one in which all learners, children and adults, grow and succeed.

We value and accommodate diversity of cultures, learning styles, learning rates, types of intelligence, and ways of understanding.

Our vision includes standards based, inclusive and challenging curriculum that will inspire students to reach their individual potential.

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

In our vision, families are recognized as necessary partners in the process of learning. We see parents and community family being involved at school in a variety of ways from volunteering in the classroom to membership in school-based organizations. Parent input is valued in decision-making and at the advisory level.

A strong partnership with parents and community will be carefully nurtured through communication thus enhancing positive student growth in a healthy and safe school environment.

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### Mission Statement

The mission of Pellston Schools, in partnership with its entire community, is dedicated to the development of the whole child, educating each student by aiding in the healthy development of each child's mind and body, emphasizing self-respect, positive attitudes, and high self-esteem in preparation for successful life.

### Belief Statements

- \* Engaging students in their own learning increases student achievement.
- \* A child has a right to feel safe, supported and valued.
- \* An effective teacher is patient, enthusiastic, knowledgeable, innovative and culturally aware.
- \* A variety of resources and parental and community involvement enables us to better educate each child.
- \* Assessment should be ongoing and administered in a variety of ways.
- \* We believe that all students can learn best when perceived as valued individuals with unique physical, social, emotional and needs.
- \* We believe student learning should be our first priority.
- \* We believe students learn in different ways and must be provided with a variety of instructional practices that support learning.
- \* We believe students need to demonstrate knowledge and skills as well as be actively involved in developing problem solving and producing quality work.
- \* We believe a student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
- \* We believe physically fit and active children are better prepared and are more successful students.
- \* We believe students need to engage in ever-changing technology as they prepare for a global society.
- \* Finally, we believe the commitment to continuous improvement is imperative if our school is going to enable students to become confident, self-directed, life-long learners who make positive contributions to society.

## **Notable Achievements and Areas of Improvement**

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

During the 2012-13 school year the district began to see significant changes in that administrators and staff focused on eliminating the gaps between what we saw that needed to be done in order to improve student achievement and what was going on in the buildings and classrooms, ie. math instruction from grade 3 up became departmentalized instruction, specific staff strength areas were identified by reviewing professional training, endorsements and historical assessment results, staff were then assigned to teach specific content areas to students based on the review. In addition, a new mathematics series from Saxon math was purchased (2012) for all students in kindergarten through grade 6. Administrators spent considerable time reviewing data from all assessments and to make decisions to help improve instruction and intervention periods.

During the 2013-2014 school year, at-risk funds were used to hire staff to provide math intervention for identified students. Supplemental resources were purchased for intervention with at-risk funds. During the first year of this type of intervention many modifications were made to programming in order to maximize student outcomes, as the district moves forward with plans for year II, program monitoring and modifying will again be essential.

During the 2014-2015 school year, at-risk funds were used to hire staff to provide ongoing math intervention for students at the middle level. During the second year of this intervention, the district saw limited improvements in the model for intervention that it was using. Due to the success of the intervention model used at the elementary the district will begin in the fall of 2015-2016 to use this model at the middle level. The district held meetings with stakeholders from the ISD, administrative staff, middle/high school and elementary interventionist in an effort to put together a more comprehensive systematic program of intervention for the fall.

At the secondary level, a new principal was employed with the intention of improving the development, implementation and evaluation of instructional programs and services. The principal began to look at data and help the staff to see the need for change in order to improve student scores. Students became involved in daily vocabulary building exercises, this research-based strategy continues to be implemented daily. Staff meetings centered around classroom teaching and highly engaged instruction will again continue to be the focus of the K-12 School Improvement Plan.

For two consecutive years, Pellston Elementary School has been identified as an outperforming school and is a REWARD school. Students leaving the elementary continue to be better prepared for instruction in the Middle School and up through the High School. With a focus on the use of the District School Improvement Plan, teachers continue to be better prepared to lead instruction in the classroom. Utilizing bond funds and with careful planning, the district continues to improve professional staff technology skills and training resulting achieving at higher levels and less students wanting to drop out of school.

District administrators need to continue to evaluate programs and assessments in the district to determine if and how instruction should be changed in order to best meet the needs of students. Time and commitment on the part of all staff will be critical to success.

During the 2015-2016 the district began to employ an intervention model similar to that of the elementary model. District Title I professional and paraprofessional staff from the elementary building along with middle school at-risk funded staff were scheduled to work with identified students during a 52 minute intervention block. This block of time occurs during enrichment time for all students in grades 6-8, students were SY 2015-2016

pulled from enrichment classes for intervention. Title I and identified at-risk staff use student universal screening data in mathematics, writing and reading to determine which students have been recommended for supplemental support. This modification to the previously used model has increased both the quality and consistency of the services provided as well as the number of students being served. Research-based intervention materials such as REWARDS are being used with students during this period of time.

As the district continues to observe implementation levels of programs, it has been observed that the Academic Academy Block time, designated for Tiered Vocabulary Instruction has been implemented at various levels for students in grades 7-12. Based on feedback from staff and course-work data in Mathematics and English, the district has made a decision to move away from the Academic Academy Block and utilize this time for core instruction in Mathematics and English, having each of these subject areas for students in grades 9 and 10 have a modified block schedule for these two subjects. While the district and research data indicate the appropriateness and academic gains acquired through the use of this tiered vocabulary strategy, the district has made the decision to move forward with Tier II vocabulary for students in grades 7-10 during English period.

During the past two and one-half years the district has utilized the majority of Title IIA funds to improve the culture both within and outside the school community. This initiative has been identified as being implemented at a moderate level and the district will continue to move forward with increasing the level of implementation, but has made the decision to move forward without external support for implementation, but will rather use expertise from within the district as this initiative moves forward with increasing implementation.

For the fall of 2016 the district will begin working with staff during Professional Learning in the area of Professional Learning Communities. The ultimate goal of this work will be to increase the regular use of classroom data to drive instruction and instructional changes, enable staff by department to develop common assessments, share expertise within the district regarding professional learning, identify Power Standards by content area and have a common map of curriculum. We are in the "Starting Out" phase of implementation for this work.

Pellston Public Schools introduced a Welding and Brazing program to students during the 2014-2015 school year. During the 2014-2015 school year the district worked closely with the Intermediate School District to complete appropriate application to become identified as a State Certified Welding and Brazing Program. Our certification was completed in the spring of 2015 and the district is finishing its first year with this official program. Approximately 18 students are enrolled in this Career and Technical Program and its success has been a tremendous source of pride for the district.

## **Additional Information**

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

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

The building administration and teachers which make up the building improvement teams discuss, review, write and modify each building's school improvement plan. The Superintendent reviews work completed by the School Improvement teams and lays out the plan for the district that is overarching and encompasses each of the building plans into one grand plan.

The District School Improvement Team will monitor progress on the District Improvement Plan and its evaluation on an annual basis. Each year the Superintendent seeks volunteers to participate in the District Improvement Team process. Teachers from both the Elementary School and Middle High School participate, along with Board of Education members and parents from the community are part of the team.

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

The building administrator and teachers who make up the building improvement team develop and make recommendations regarding instruction and assessment in their respective buildings. Recommendations for implementation are made to the District School Improvement Team for approval. The District Improvement Plan is closely aligned each building School Improvement Plan.

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

The District Improvement Plan is approved by the Board of Education and is published on the district web site. Hard copies of the improvement plan are distributed to offices in both buildings and available for review and public comment. Progress on the plan are reported back to the Board of Education and building improvement teams through the building administrator who is responsible to monitor progress on the plan throughout the school year.



# **District Additional Requirements Diagnostic**

## **Introduction**

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

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Label	Assurance	Response	Comment	Attachment
	The District School Improvement Team reviews the CIMS data.	Yes	A limited amount of CIMS data is shared with the members of the District Improvement Team when they give their monthly reports.	

Label	Assurance	Response	Comment	Attachment
	CIMS data is used to prepare our District Improvement Plan.	Yes	CIMS data is reviewed by members of the District Improvement Team and building level administrators. It is used as one component of monitoring and developing the District Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes	Acceptable use policies prohibit students from accessing inappropriate internet sights. The Board of Education Policy/bylaws and within the district Technology Plan, are clear expectations by and for the district. Filters block student and materials harmful to minors. Computer use is monitored by the classroom professional and paraprofessional staff. Any students who are using the computer inappropriately and disciplined and access privileges are suspended and parents are contacted.	

Label	Assurance	Response	Comment	Attachment
	The district has a process to monitor adult and student use of the internet.	Yes	The district system administrator frequently monitors internet access activity and reports to the principal any suspect or inappropriate internet usage.	

Label	Assurance	Response	Comment	Attachment
	The district has an Internet Safety Policy in place.	Yes	Internet safety policies have been approved by the Board of Education and policy is implemented by building level staff and administration.	

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Label	Assurance	Response	Comment	Attachment
	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes	Board policies meet the requirements as outlined in the state Technology Planning and CIPA requirements.	

Label	Assurance	Response	Comment	Attachment
	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes	The administration in communication with staff & parents give input on development and implementation of technology support services. Since 2012, 2 labs have been hard-wired with new computers and carts of chromebooks have been purchased to be used in district classrooms. The district purchases technical services through the local ISD and is in constant communication with tech. services on any required upgrades.	

Label	Assurance	Response	Comment	Attachment
	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section.	Yes	The administration in communication with staff and parents gave input on development and implementation of technology support services including improvement to the district infrastructure. By June 2013 all classrooms, libraries and offices were fully capable of accessing the internet through the new wireless network. State 22i funds helped provide money to build the wireless network. During the summer of 2014 the district purchased 170 chromebooks to support classroom instruction with technology integration. During the summer of 2015 no additional purchases were made regarding technology.	

Label	Assurance	Response	Comment	Attachment
	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section.	Yes	Yes, input from staff and school improvement teams is very important when considering strategies to effectively integrate technology, ie. SMART boards, LCD projectors in each room, connections to classroom TV, chrome books, DVD players etc. all come from staff and identified needs.	

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Label	Assurance	Response	Comment	Attachment
	The district adjusts its curriculum to include technology literacy for all students.	Yes	As the district moves forward with technology integration, 170 chromebooks were purchased. During the 2013-2014 school year, staff had the opportunity to participate in Google training lead by district staff. During the 2014-2015 school year, staff will also participate in the TRIG 22i grant and will continue ongoing training ( approximately 30 hours) and technology integration in classrooms. Although the district has not made any significant purchases this year, it has continued to maintain and replace equipment as necessary.	

Label	Assurance	Response	Comment	Attachment
	The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section.	Yes	Computer instruction in grades 9-12 emphasizes use of technology literacy, requiring all freshman or sophomores to begin taking a Management Support course. Computer instruction will continue in elementary and middle school classrooms. Instruction will emphasize use of the computer, computer applications and M-Step appropriate skills.	

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

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section.	Yes	The Superintendent of Schools is assigned to provide over-site responsibility for any discrimination within the district and to receive and respond to any complaints.	

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Label	Assurance	Response	Comment	Attachment
	The District has a District Board Policy that is related to Parent Involvement.	Yes	It is the policy of the Pellston Public Schools actively involve Parents in the develop and implementation of programs and services to the children to attend our schools. The plan is reviewed by the District School Improvement Team and changes are made to the plan based on parent input.	

Label	Assurance	Response	Comment	Attachment
	The District has additional information necessary to support your improvement plan.	No		

# **District School Improvement Plan 2016-2017**

## **Overview**

### **Plan Name**

District School Improvement Plan 2016-2017

### **Plan Description**



## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate proficiency in reading.	Objectives: 1 Strategies: 2 Activities: 17	Academic	\$300100
2	All students will demonstrate proficiency in writing.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$0
3	All students will demonstrate proficiency in mathematics.	Objectives: 1 Strategies: 2 Activities: 17	Academic	\$500
4	All students will demonstrate proficiency in science.	Objectives: 1 Strategies: 2 Activities: 9	Academic	\$1000
5	All students will demonstrate proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0
6	All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting.	Objectives: 1 Strategies: 2 Activities: 10	Organizational	\$125100

## Goal 1: All students will demonstrate proficiency in reading.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/15/2017 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2016-Tier I - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

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

Tier: Tier 1

Activity - K-12 Professional Learning- Engagement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 staff, special education and Title I professional staff
Activity - K-12 Literacy Engagement Consultant 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Utilizing Title IIA funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core, flex and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.  Schools: All Schools	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$8500	Title II Part A	K-12 professional staff, paraprofessionals and literacy engagement consultant
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Activity - K-12 Writing Across the Curriculum 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will implement the MAISA Writing Units and Step Up To Writing (STUW) strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note taking.  Schools: All Schools	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	All K-12 staff

Activity - K-5 Little Hornets Pre-School 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School houses two pre-school age classrooms.  Schools: Pellston Elementary School	Materials, Supplemental Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	No Funding Required	Pre-School Director, pre-school teachers, building administrator

Activity - Administrative Professional Learning 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and Central Office Administration will attend conferences such as MASA, MEMSPA and the Principal's Summit attending break out sessions directly related to both district and building school improvement plans. Break out sessions attended with be directly related to observation and implementation of building improvement strategies such as Tier II Vocabulary, Student Engagement and intervention. The purpose of providing staff with appropriate feedback on the level of implementation will be critical to successful and ongoing implementation of building and district "best practice" strategies.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	No Funding Required	Building Level and Central Office Administration

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Activity - K-12 Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.  Schools: All Schools	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$16000	Title II Part A	All professional staff members and department leaders
Activity - K-12 Adaptive Schools Professional Development 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team of ten staff members, twelve additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	K-12 leadership team and all K-12 staff members
Activity - K-12 Professional Book Study-Poverty 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind, by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction and implementing strategies. Our teachers will be expected to choose specific strategies from the book to embed in their instruction on a regular basis. Our staff will revisit the readings and report strategies being utilized back to administration. We will ensure fidelity via classroom observation.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 professional staff Title I staff and building administration

### Strategy 2:

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

Category: English/Language Arts

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

Tier: Tier 2

Activity - K-5 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$225000	Title I Part A	Title I professional and paraprofessional staff, K-5 general education staff
Activity - K-5 Title I Family Evenings 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I Family Nights (1) will include information related to engaging children in reading activities.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I Schoolwide	Title I professional and paraprofessional staff and General Education and Special Education staff
Activity - K-5 Leveled Reading Material 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater will be purchased.	Supplemental Materials	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Title I professional and paraprofessional staff, special education and general education teachers, K-5
Schools: Pellston Elementary School								

Activity - K-5 Project First Step 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/15/2017	\$37700	Section 31a	K-2 General Education staff, Physical Education teacher, Title I staff
Schools: Pellston Elementary School								

Activity - K-8 Data Review-Summary of Effectiveness 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Fund	General education staff, Title I professional staff and building administration
Schools: All Schools								

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Activity - K-5 Americorps Literacy Support 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize Title I A and or 31A At-Risk funds to hire two staff to support reading during Tier II reading instruction for identified students.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$11000	Section 31a	District/building administration and classroom teachers
Activity - 6-12 Data Team Consultant Pam Thompson 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our M-Step, PSAT, SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.</p> <p>Schools: Pellston Middle/High School</p>	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$1400	Title II Part A	All staff 6-12
Activity - 6-8 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Middle/High School</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Section 31a	Grade 6-8 general education professional staff, Title I and At-Risk professional staff and paraprofessional staff

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Activity - K-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.  Schools: All Schools	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified K-12 professional and paraprofessional staff

## Goal 2: All students will demonstrate proficiency in writing.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency writing in English Language Arts by 06/15/2016 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2016-Tier I - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

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



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2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K-12 Professional Learning-Engagement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 General education staff, special education staff, Title I professional staff
Activity - K-12 Literacy Engagement Consultant 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core and intervention reading time. The consultant will assist staff in constructing reading intervention programming for grades K-12, and will assist them with identifying strategies essential for student growth.  Schools: All Schools	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	Engagement coach and K-12 general education staff
Activity - K-12 Professional Book Study- Engaged 16-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Highly Engaged Classroom by Dr. Robert Marzano. Our team will be assigned additional readings throughout the school year, focusing on embedding strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies from their instruction and share/model through digital media. Our staff will revisit the readings and document strategies being utilized within lesson plans. We will ensure fidelity through classroom observation/evaluation.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2015	06/15/2016	\$0	Title II Part A	K-12 General Education staff, Special Education Staff and Title I Professional Staff
Activity - K-5 Little Hornets Preschool 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds. An additional four students will be funded using the supplemental source of Title I Part A. These students will also be eligible for Early Learning Enhancement Grant slots thus allowing our preschool programs to service students year around through the summer of 2015.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title I Part A	Building administration or, preschool staff, preschool teachers
Schools: Pellston Elementary School								

Activity - K-12 Adaptive Schools Professional Learning 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Other	K-12 leadership team and all K-12 staff members
Schools: All Schools								

Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All professional staff members and department leaders
Schools: All Schools								

### Strategy 2:

Supplemental Instruction 2015-Tier II - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

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Category:

Research Cited: 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-5 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I Schoolwide	Title I professional staff and paraprofessional staff, K-5 general education staff

Activity - 6-8 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Middle/High School</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Section 31a</p>	<p>Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff</p>
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Activity - K-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the 20156-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p> <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Identified K-12 professional and paraprofessional staff</p>

**Goal 3: All students will demonstrate proficiency in mathematics.**

**Measurable Objective 1:**

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A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in mathematical thinking and application in Mathematics by 06/15/2017 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2016- Tier I - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Mathematics

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

Tier: Tier 1

Activity - K-12 Professional Learning-Engagement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 general education staff, special education staff and Title I professional staff
Activity - K-8 Eureka Math 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 staff will participate in local Eureka math professional development from our ISD math consultant in order to effectively weave the Eureka math strategies into daily practice.  Schools: Pellston Elementary School	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	K-5 general education teachers, Special Education teachers, Title I and ISD math consultant

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Activity - K-12 Math Collaborative 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-12 Staff will participate in a local and ISD math collaborative professional development for during the school year. These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Other	K-12 professional staff
Activity - K-12 INTEL Math 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>INTEL Math is an intensive professional learning activity that incorporates 14 days of training throughout the calendar year. During the 2016-2017 academic year identified staff will participate in professional learning follow-up dates. Teachers learn to talk like a mathematician and incorporate rigor, relevance, and higher level thinking skills throughout daily math instruction.</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Other	K-12 professional staff
Activity - K-5 Little Hornets PreSchool 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 1	Monitor	10/01/2016	06/15/2017	\$0	Title I Part A	Building administration or preschool teacher, preschool staff
Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will monitor the atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All professional staff and department leadership

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Activity - K-12 Adaptive Schools 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	K-12 professional staff and administration
Activity - K-12 Professional Book Study- Poverty 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 professional staff
Activity - K-12 Writing Across the Curriculum 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will implement the MAISA writing units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note taking.  Schools: All Schools	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	K-12 professional staff

### Strategy 2:

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

Category: Mathematics

Research Cited: Gregory, Gayle H. and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in grades 7-12. Corwin Press,

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Thousand Oaks, CA: 225pp. 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 Professional Learning-Data 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for data teams/data analysis/remediation, 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.  Schools: Pellston Middle/High School	Professional Learning	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 staff, Special Education staff and Title I professional staff
Activity - K-5 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-5. This academic block will be in addition to the 60 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. These needs will be based on the Delta Mathematics screener, this is used with students in kindergarten through fifth grade. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards, coming from the Delta Math screener.  Schools: Pellston Elementary School	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I Schoolwide	Title I Professional and paraprofessional staff, general education teachers
Activity - K-8 Data Review 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content areas student achievement data.  Schools: Pellston Elementary School	Teacher Collaboration	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Other	General Education staff, Title I and At-Risk professional staff and building administration



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Activity - K-12 Writing Across the Curriculum 2015-16	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment summarizing and note-taking.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 professional staff
Activity - K-5 Project First Step 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Kindergarten through 2nd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.</p> <p>Schools: Pellston Elementary School</p>	Direct Instruction	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Section 31a	K-2 General Education staff, physical education teacher, Title I staff
Activity - 6-8 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Middle/High School</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Section 31a	Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff
Activity - K-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	Identified K-12 professional and paraprofessional staff
Schools: All Schools								

Activity - K-5 Title I Evenings 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I Part A	Title I staff
Schools: Pellston Elementary School								

## Goal 4: All students will demonstrate proficiency in science.

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency scientific thinking and application in Science by 06/15/2017 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2016-Tier I - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make "in the moment" instructional adjustments, modify future lessons, and give targeted feedback to students.

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Category: Science

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

Tier: Tier 1

Activity - K-12 Professional Learning-Engagement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.  Schools: All Schools	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	K-12 General education staff, Special Education staff and Title I professional staff
Activity - K-12 Writing Across the Curriculum 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.  Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$500	Title II Part A	All staff K-12
Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Title II Part A	All professional staff and department leaders
Schools: All Schools								

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

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

### Strategy 2:

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

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Category: Science

Research Cited: Research Cited: Gregory, Gayle H. and Lin Kuzmich. 2005. Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12.

Corwin Press,

Tier: Tier 2

Activity - K-5 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I Schoolwide	Title I professional staff and paraprofessional staff, K-5 general education staff

Activity - 6-8 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Middle/High School</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Section 31a	Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff

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Activity - K-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	K-12 identified professional and paraprofessional staff
Activity - K-5 Title I Evenings 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Title I Family Nights (1) will include information related to engaging children in science and math activities.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I Part A	Title I staff

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

### Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult and Ungraded grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in thinking and application in Social Studies by 06/15/2017 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2016-Tier I - 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

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students.

Category: Social Studies

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom 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 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	building administration
Activity - K-12 Writing Across the Curriculum 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.  Schools: All Schools	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Title II Part A	All K-12 staff
Activity - Professional Learning Full Value Agreement 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Title II Part A	All professional staff and department leaders
Schools: All Schools								

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

Activity - K-12 Adaptive Schools Professional Learning 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Following the administrative team participating in a multi-tiered system of support three day training (August 11-13, 2014) designed to enhance the fidelity and effectiveness of the district's multi-tiered system of support, district administration will continue in phase II of "getting ready" to implement.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	Administration and K-12 professional staff
Schools: All Schools								

### Strategy 2:

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

Category: Social Studies

SY 2015-2016

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Pellston Public Schools

Research Cited: 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-5 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I Schoolwide	Title I professional staff and paraprofessional staff, K-5 general education staff

Activity - 6-8 Academic Academy Block 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

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<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p> <p>Schools: Pellston Middle/High School</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Section 31a	Grade 6-8 professional staff, Title I and At-Risk professional staff and paraprofessional staff
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Activity - K-12 Extended Learning Time 2016-17	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the 2016-17 academic year and during the summer of 2016 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I Part A	K-12 identified professional and paraprofessional staff

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

**Measurable Objective 1:**

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demonstrate a proficiency of social skills and emotional regulation within the school setting through increasing proficiency within the SRSS by 15%. by 06/15/2017 as measured by comparing Office Discipline Referrals from previous school year..

### Strategy 1:

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

Category: School Culture

Research Cited: Crone, D.A., Hawken, L.S., & Horner, R.H. (2010) Responding to problem behavior in schools: The Behavior Education Program (2nd ed.). New York, NY: Guilford Press.

Downing, J.A. (2002). Individualized behavior contracts. *Intervention in School and Clinic*, 37, 168-172

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

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

Tier: Tier 1

Activity - K-12 Student Success Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.  Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	Section 31a	K-12 staff and administration

Activity - Student Mentor Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will  Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	09/01/2016	06/15/2017	\$0	Other	K-12 staff

Activity - Student Risk Screening Scale	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building.  Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	General Fund	District administration and professional staff.
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Activity - Teaching, Education and Mentoring (TEAM)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.  Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Other	Build level administrator, School Resource Officer and classroom teachers

### Strategy 2:

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

Category: School Culture

Research Cited:

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

These results were consistent across grade level (elementary, middle, and high schools), location (urban, rural, and suburban), and school type (schools serving ethnically and racially diverse student populations). Furthermore, they found that the effects of SEL programs were stronger when programs were implemented with fidelity. A context that supports the basic personal, social, and intellectual needs of students must be developed for successful work to be done in schools (Solomon, Battistich, Watson, Schaps, & Lewis, 2000) (Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. *Social Psychology of Education*, 4, 3-51.).

Tier: Tier 1

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Activity - Skill Streaming Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1		09/01/2016	06/15/2017	\$0	General Fund	General Education teachers
Activity - Teaching, Educating, and Mentoring (TEAM)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Teaching, Educating, And mentoring (TEAM) School Liaison Program is a school-based "law related " education program taught by specially trained law enforcement officers. TEAM is a proactive effort to make schools and communities safer, promote responsible citizens, and encourage positive character traits.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	General Fund	School Resource Officer
Activity - K-12 Student Success Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	Section 31a	School Success Coordinator
Activity - Professional Learning Full Value Agreement 2016-2017	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.</p> <p>Schools: All Schools</p>	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	General Fund	All K-12 staff and administration

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Activity - K-12 Book Study, " Developing Schoolwide Programs to Prevent & Manage Problem Behaviors"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will do a book study on "Developing School-wide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district.</p> <p>Schools: All Schools</p>	Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$2600	Title II Part A	K-12
Activity - School Improvement Conference 2016	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing. They will attend sessions with Eric Jensen, author of "Poor Students, Rich Teaching". This conference is directly related to work that the district has done over the last two years concerning addressing the needs of students with deficits in appropriate social skills and emotional regulation. This conference also addresses the ongoing work that the district is currently engaged in regarding behavioral support programming.</p> <p>Schools: All Schools</p>	Behavioral Support Program	Tier 1	Getting Ready	11/20/2016	11/22/2016	\$2500	Title II Part A	Superintendent and 2 administrators

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-8 Data Review 2016-17	All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content areas student achievement data.	Teacher Collaboration	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education staff, Title I and At-Risk professional staff and building administration
K-12 Math Collaborative 2016-17	K-12 Staff will participate in a local and ISD math collaborative professional development for during the school year. These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff
Teaching, Education and Mentoring (TEAM)	School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Build level administrator, School Resource Officer and classroom teachers
Student Mentor Program	Students will	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	09/01/2016	06/15/2017	\$0	K-12 staff
K-12 Adaptive Schools Professional Learning 2016-17	A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 leadership team and all K-12 staff members

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K-12 INTEL Math 2016-17	INTEL Math is an intensive professional learning activity that incorporates 14 days of training throughout the calendar year. During the 2016-2017 academic year identified staff will participate in professional learning follow-up dates. Teachers learn to talk like a mathematician and incorporate rigor, relevance, and higher level thinking skills throughout daily math instruction.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 professional staff
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### Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff
K-5 Academic Academy Block 2016-17	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-5. This academic block will be in addition to the 60 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. These needs will be based on the Delta Mathematics screener, this is used with students in kindergarten through fifth grade. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards, coming from the Delta Math screener.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I Professional and paraprofessional staff, general education teachers



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K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff
K-5 Title I Family Evenings 2016-17	Title I Family Nights (1) will include information related to engaging children in reading activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I professional staff and paraprofessional staff and General Education and Special Education staff
K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff

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**Title II Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Literacy Engagement Consultant 2016-17	Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core and intervention reading time. The consultant will assist staff in constructing reading intervention programming for grades K-12, and will assist them with identifying strategies essential for student growth.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Engagement coach and K-12 general education staff
Professional Learning Full Value Agreement 2016-17	Administrators will monitor the atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All professional staff and department leadership
K-12 Professional Learning-Data 2016-17	In an effort to build teacher capacity for data teams/data analysis/remediation, 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 2	Monitor	09/01/2016	06/15/2017	\$0	K-12 staff, Special Education staff and Title I professional staff
K-12 Professional Learning Full Value Agreement 2016-17	Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$16000	All professional staff members and department leaders
K-12 Professional Learning- Engagement 2016-17	In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	building administration

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K-12 Professional Book Study- Poverty 2016-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Literacy Engagement Consultant 2016-17	Utilizing Title IIA funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core, flex and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$8500	K-12 professional staff, paraprofessionals and literacy engagement consultant
School Improvement Conference 2016	Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing. They will attend sessions with Eric Jensen, author of "Poor Students, Rich Teaching". This conference is directly related to work that the district has done over the last two years concerning addressing the needs of students with deficits in appropriate social skills and emotional regulation. This conference also addresses the ongoing work that the district is currently engaged in regarding behavioral support programming.	Behavioral Support Program	Tier 1	Getting Ready	11/20/2016	11/22/2016	\$2500	Superintendent and 2 administrators
K-12 Professional Learning-Engagement 2016-17	In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 General education staff, Special Education staff and Title I professional staff
K-12 Professional Book Study- Poverty 2016-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff

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<p>Professional Learning Full Value Agreement 2016-17</p>	<p>Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.</p>	<p>Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All professional staff and department leaders</p>
<p>Professional Learning Full Value Agreement 2016-17</p>	<p>Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.</p>	<p>Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All professional staff and department leaders</p>
<p>Professional Learning Full Value Agreement 2016-17</p>	<p>Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.</p>	<p>Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All professional staff members and department leaders</p>

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K-12 Professional Learning- Engagement 2016-17	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 staff, special education and Title I professional staff
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$500	All staff K-12
K-12 Book Study, "Developing Schoolwide Programs to Prevent & Manage Problem Behaviors"	Staff will do a book study on "Developing Schoolwide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district.	Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$2600	K-12
K-12 Writing Across the Curriculum 2015-16	K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment summarizing and note-taking.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Professional Learning-Engagement 2016-17	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 General education staff, special education staff, Title I professional staff
K-12 Professional Book Study-Poverty 2016-17	Engaging Students with Poverty in Mind, by Eric Jensen. Our team will be assigned readings throughout the school year focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will insure fidelity through classroom observation/observation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Leadership and K-12 professional staff

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6-12 Data Team Consultant Pam Thompson 2016-17	Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our M-Step, PSAT, SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$1400	All staff 6-12
K-12 Professional Book Study- Engaged 16-17	The Highly Engaged Classroom by Dr. Robert Marzano. Our team will be assigned additional readings throughout the school year, focusing on embedding strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies from their instruction and share/model through digital media. Our staff will revisit the readings and document strategies being utilized within lesson plans. We will ensure fidelity through classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2015	06/15/2016	\$0	K-12 General Education staff, Special Education Staff and Title I Professional Staff
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All K-12 staff
K-12 Professional Learning-Engagement 2016-17	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 general education staff, special education staff and Title I professional staff

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K-12 Professional Book Study-Poverty 2016-17	Engaging Students with Poverty in Mind, by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction and implementing strategies. Our teachers will be expected to choose specific strategies from the book to embed in their instruction on a regular basis. Our staff will revisit the readings and report strategies being utilized back to administration. We will ensure fidelity via classroom observation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff Title I staff and building administration
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill Streaming Instruction	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.	Behavioral Support Program	Tier 1		09/01/2016	06/15/2017	\$0	General Education teachers
K-8 Data Review-Summary of Effectiveness 2016-17	All staff will review DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General education staff, Title I professional staff and building administration
K-12 Adaptive Schools Professional Learning 2016-17	Following the administrative team participating in a multi-tiered system of support three day training (August 11-13, 2014) designed to enhance the fidelity and effectiveness of the district's multi-tiered system of support, district administration will continue in phase II of "getting ready" to implement.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Administration and K-12 professional staff
K-8 Eureka Math 2016-17	All K-8 staff will participate in local Eureka math professional development from our ISD math consultant in order to effectively weave the Eureka math strategies into daily practice.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-5 general education teachers, Special Education teachers, Title I and ISD math consultant

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Teaching, Educating, and Mentoring (TEAM)	The Teaching, Educating, And mentoring (TEAM) School Liaison Program is a school-based "law related " education program taught by specially trained law enforcement officers. TEAM is a proactive effort to make schools and communities safer, promote responsible citizens, and encourage positive character traits.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	School Resource Officer
Professional Learning Full Value Agreement 2016-2017	Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All K-12 staff and administration
Student Risk Screening Scale	All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	District administration and professional staff.
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA writing units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note taking.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Adaptive Schools Professional Learning 2016-17	A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Leadership and K-12 professional staff
K-12 Adaptive Schools Professional Development 2016-17	In addition to the leadership team of ten staff members, twelve additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 leadership team and all K-12 staff members
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA Writing Units and Step Up To Writing (STUW) strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All K-12 staff



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K-12 Adaptive Schools 2016-17	A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff and administration
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### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 AmeriCorps Literacy Support 2016-17	Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize Title I A and or 31A At-Risk funds to hire two staff to support reading during Tier II reading instruction for identified students.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$11000	District/building administration and classroom teachers
K-12 Student Success Coordinator	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	School Success Coordinator
6-8 Academic Academy Block 2016-17	Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff

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6-8 Academic Academy Block 2016-17	Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff
6-8 Academic Academy Block 2016-17	Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grade 6-8 professional staff, Title I and At-Risk professional staff and paraprofessional staff
K-5 Project First Step 2016-17	Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/15/2017	\$37700	K-2 General Education staff, Physical Education teacher, Title I staff

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6-8 Academic Academy Block 2016-17	Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grade 6-8 general education professional staff, Title I and At-Risk professional staff and paraprofessional staff
K-5 Project First Step 2016-17	Kindergarten through 2nd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	K-2 General Education staff, physical education teacher, Title I staff
K-12 Student Success Coordinator	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	K-12 staff and administration

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6-8 Academic Academy Block 2016-17	Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff
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**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Little Hornets Preschool 2016-17	Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds. An additional four students will be funded using the supplemental source of Title I Part A. These students will also be eligible for Early Learning Enhancement Grant slots thus allowing our preschool programs to service students year around through the summer of 2015.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Building administration or, preschool staff, preschool teachers

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<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>K-12 identified professional and paraprofessional staff</p>
<p>K-5 Leveled Reading Material 2016-17</p>	<p>Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater will be purchased.</p>	<p>Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I professional and paraprofessional staff, special education and general education teachers, K-5</p>

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K-5 Title I Evenings 2016-17	Title I Family Nights (1) will include information related to engaging children in science and math activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I staff
K-12 Extended Learning Time 2016-17	During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified K-12 professional and paraprofessional staff

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<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 2016-17 academic year and during the summer of 2016 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>K-12 identified professional and paraprofessional staff</p>
<p>K-5 Title I Evenings 2016-17</p>	<p>Title I Family Nights (1) will include information related to engaging children in mathematics activities.</p>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$500</p>	<p>Title I staff</p>
<p>K-5 Little Hornets PreSchool 2016-17</p>	<p>Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>10/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Building administration or preschool teacher, preschool staff</p>

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<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>
<p>K-5 Academic Academy Block 2016-17</p>	<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$225000</p>	<p>Title I professional and paraprofessional staff, K-5 general education staff</p>



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K-12 Extended Learning Time 2016-17	During the 20156-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Identified K-12 professional and paraprofessional staff
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**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Little Hornets Pre-School 2016-17	Pellston Elementary School houses two pre-school age classrooms.	Materials, Supplemental Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Pre-School Director, pre-school teachers, building administrator

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

Below is a breakdown of activity by school.

### All Schools

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

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K-12 Professional Learning-Engagement 2016-17	In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 General education staff, Special Education staff and Title I professional staff
K-12 Literacy Engagement Consultant 2016-17	Utilizing Title IIA funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core, flex and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$8500	K-12 professional staff, paraprofessionals and literacy engagement consultant
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA Writing Units and Step Up To Writing (STUW) strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note taking.	Curriculum Development	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All K-12 staff
K-12 Literacy Engagement Consultant 2016-17	Utilizing Title IIA funds, a consultant will be hired for 25 days to model engagement strategies to professional staff during core and intervention reading time. The consultant will assist staff in constructing reading intervention programming for grades K-12, and will assist them with identifying strategies essential for student growth.	Professional Learning	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Engagement coach and K-12 general education staff
Administrative Professional Learning 2016-17	Building and Central Office Administration will attend conferences such as MASA, MEMSPA and the Principal's Summit attending break out sessions directly related to both district and building school improvement plans. Break out sessions attended will be directly related to observation and implementation of building improvement strategies such as Tier II Vocabulary, Student Engagement and intervention. The purpose of providing staff with appropriate feedback on the level of implementation will be critical to successful and ongoing implementation of building and district "best practice" strategies.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Building Level and Central Office Administration

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K-8 Data Review- Summary of Effectiveness 2016-17	All staff will review DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content area student achievement data.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General education staff, Title I professional staff and building administration
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$500	All staff K-12
K-12 Math Collaborative 2016-17	K-12 Staff will participate in a local and ISD math collaborative professional development for during the school year. These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 INTEL Math 2016-17	INTEL Math is an intensive professional learning activity that incorporates 14 days of training throughout the calendar year. During the 2016-2017 academic year identified staff will participate in professional learning follow-up dates. Teachers learn to talk like a mathematician and incorporate rigor, relevance, and higher level thinking skills throughout daily math instruction.	Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Writing Across the Curriculum 2015-16	K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment summarizing and note-taking.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA Writing Units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note-taking.	Academic Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	All K-12 staff

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K-12 Professional Book Study- Engaged 16-17	The Highly Engaged Classroom by Dr. Robert Marzano. Our team will be assigned additional readings throughout the school year, focusing on embedding strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies from their instruction and share/model through digital media. Our staff will revisit the readings and document strategies being utilized within lesson plans. We will ensure fidelity through classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2015	06/15/2016	\$0	K-12 General Education staff, Special Education Staff and Title I Professional Staff
K-12 Adaptive Schools Professional Learning 2016-17	A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 leadership team and all K-12 staff members
K-12 Professional Learning Full Value Agreement 2016-17	Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$16000	All professional staff members and department leaders
Professional Learning Full Value Agreement 2016-17	Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All professional staff members and department leaders
Professional Learning Full Value Agreement 2016-17	Administrators will monitor the atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All professional staff and department leadership

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<p>Professional Learning Full Value Agreement 2016-17</p>	<p>Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.</p>	<p>Teacher Collaborati on, Professiona l Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All professiona l staff and department leaders</p>
<p>Professional Learning Full Value Agreement 2016-17</p>	<p>Camp Daggett staff will work with district staff for ten days throughout the year. During these days Camp Daggett professionals will be on site using a combination of direct professional development and classroom modeling techniques that emphasize effective practices. They will employ the gradual release model of modeling, supporting and training. Camp Daggett personal will demonstrate how to improve the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.</p>	<p>Teacher Collaborati on, Professiona l Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>All professiona l staff and department leaders</p>

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<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>
<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 20156-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>



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<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>
<p>K-12 Extended Learning Time 2016-17</p>	<p>During the 2016-17 academic year and during the summer of 2017 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>K-12 identified professional and paraprofessional staff</p>

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K-12 Extended Learning Time 2016-17	During the 2016-17 academic year and during the summer of 2016 students in K-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 source: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programing will provide additional support in all content areas, including mathematics. Staff in this program will use Delta Math universal screener results to provide additional support to students identified as at-risk in grades K-8 and quarterly grades for students in grade 9-12. The results of the screener and/or quarterly grades enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or CBM screener results to provide additional ELA, content area reading in science and social studies support to students identified as at-risk of failure. The results of the screeners enable staff to provide support for students in specifically identified deficit areas in reading and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	K-12 identified professional and paraprofessional staff
K-12 Adaptive Schools 2016-17	A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in four days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff and administration
K-12 Adaptive Schools Professional Development 2016-17	In addition to the leadership team of ten staff members, twelve additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 leadership team and all K-12 staff members
K-12 Professional Book Study-Poverty 2016-17	Engaging Students with Poverty in Mind, by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction and implementing strategies. Our teachers will be expected to choose specific strategies from the book to embed in their instruction on a regular basis. Our staff will revisit the readings and report strategies being utilized back to administration. We will ensure fidelity via classroom observation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff Title I staff and building administration

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K-12 Professional Book Study- Poverty 2016-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Professional Book Study- Poverty 2016-17	Engaging Students with Poverty in Mind by Eric Jensen. Our team will be assigned readings throughout the school year, focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will ensure fidelity through classroom observation/evaluation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	K-12 professional staff
K-12 Adaptive Schools Professional Learning 2016-17	A leadership team of ten staff members will lead the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in two days of training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Leadership and K-12 professional staff
K-12 Professional Book Study-Poverty 2016-17	Engaging Students with Poverty in Mind, by Eric Jensen. Our team will be assigned readings throughout the school year focusing on embedding purposeful engagement strategies within daily classroom instruction. Our teachers will be expected to choose specific strategies to include in their instruction. We will insure fidelity through classroom observation/observation.	Professional Learning	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Leadership and K-12 professional staff
K-12 Adaptive Schools Professional Learning 2016-17	Following the administrative team participating in a multi-tiered system of support three day training (August 11-13, 2014) designed to enhance the fidelity and effectiveness of the district's multi-tiered system of support, district administration will continue in phase II of "getting ready" to implement.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	Administration and K-12 professional staff
K-12 Writing Across the Curriculum 2016-17	K-12 staff will implement the MAISA writing units and Step Up To Writing strategies in order to improve writing achievement. All teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, summarizing and note taking.	Academic Support Program, Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-12 professional staff

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K-12 Student Success Coordinator	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	K-12 staff and administration
Student Mentor Program	Students will	Academic Support Program, Behavioral Support Program	Tier 2	Getting Ready	09/01/2016	06/15/2017	\$0	K-12 staff
Skill Streaming Instruction	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.	Behavioral Support Program	Tier 1		09/01/2016	06/15/2017	\$0	General Education teachers
Teaching, Educating, and Mentoring (TEAM)	The Teaching, Educating, And mentoring (TEAM) School Liaison Program is a school-based "law related " education program taught by specially trained law enforcement officers. TEAM is a proactive effort to make schools and communities safer, promote responsible citizens, and encourage positive character traits.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	School Resource Officer
K-12 Student Success Coordinator	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$60000	School Success Coordinator
Student Risk Screening Scale	All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	District administration and professional staff.
Teaching, Education and Mentoring (TEAM)	School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program	Tier 1	Implement	09/01/2016	06/15/2017	\$0	Build level administrator, School Resource Officer and classroom teachers

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Professional Learning Full Value Agreement 2016-2017	Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	All K-12 staff and administration
K-12 Book Study, "Developing Schoolwide Programs to Prevent & Manage Problem Behaviors"	Staff will do a book study on "Developing Schoolwide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district.	Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	09/01/2016	06/30/2017	\$2600	K-12
School Improvement Conference 2016	Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing. They will attend sessions with Eric Jensen, author of "Poor Students, Rich Teaching". This conference is directly related to work that the district has done over the last two years concerning addressing the needs of students with deficits in appropriate social skills and emotional regulation. This conference also addresses the ongoing work that the district is currently engaged in regarding behavioral support programming.	Behavioral Support Program	Tier 1	Getting Ready	11/20/2016	11/22/2016	\$2500	Superintendent and 2 administrators

### Pellston Middle/High School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Professional Learning-Data 2016-17	In an effort to build teacher capacity for data teams/data analysis/remediation, 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 2	Monitor	09/01/2016	06/15/2017	\$0	K-12 staff, Special Education staff and Title I professional staff

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<p>6-12 Data Team Consultant Pam Thompson 2016-17</p>	<p>Our staff understands the value of making decisions founded on student data. Our school will solicit the services of Pam Thompson whom has a track record with college readiness through her work with the Gaines Education Group. Pam will provide professional development for our staff through meetings geared around analyzing student data points including but not limited to our M-Step, PSAT, SAT and pertinent state designated exams. Pam will assist staff in acquiring the foundation for analyzing our data, determine effective data points, and making informed decisions centered around instructional practice through emphasis on readiness skills.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$1400</p>	<p>All staff 6-12</p>
<p>6-8 Academic Academy Block 2016-17</p>	<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Grade 6-8 general education professional staff, Title I and At-Risk professional staff and paraprofessional staff</p>
<p>6-8 Academic Academy Block 2016-17</p>	<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff</p>

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<p>6-8 Academic Academy Block 2016-17</p>	<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff</p>
<p>6-8 Academic Academy Block 2016-17</p>	<p>Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Grade 6-8 general education staff, Title I and At-Risk professional staff and paraprofessional staff</p>

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6-8 Academic Academy Block 2016-17	Pellston Middle School staff, Title I professional and paraprofessional staff will implement two 25 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These two academic blocks will be in addition to core ELA instructional block and the core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I and At-Risk professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Grade 6-8 professional staff, Title I and At-Risk professional staff and paraprofessional staff
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### Pellston Elementary School

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$225000	Title I professional and paraprofessional staff, K-5 general education staff



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K-5 Title I Family Evenings 2016-17	Title I Family Nights (1) will include information related to engaging children in reading activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I professional and paraprofessional staff and General Education and Special Education staff
K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff
K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff

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K-5 Academic Academy Block 2016-17	Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-5. These two academic blocks will be in addition to the 90 minute core reading instructional block and the 60 minute core mathematics instructional block provided at each grade level. At each grade level, building students will be screened by their general education teachers, to identify individual student needs. These needs will be based on district adopted universal screeners such as Delta Math and DIBELS Next. Intervention programming and flexible student groups will utilize Title I professional and paraprofessional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff
K-5 Academic Academy Block 2016-17	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-5. This academic block will be in addition to the 60 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. These needs will be based on the Delta Mathematics screener, this is used with students in kindergarten through fifth grade. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards, coming from the Delta Math screener.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	Title I Professional and paraprofessional staff, general education teachers
K-5 Little Hornets Pre-School 2016-17	Pellston Elementary School houses two pre-school age classrooms.	Materials, Supplemental Materials, Direct Instruction, Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Pre-School Director, pre-school teachers, building administrator

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K-5 Leveled Reading Material 2016-17	Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater will be purchased.	Supplemental Materials	Tier 2	Implement	09/01/2016	06/15/2017	\$0	Title I professional and paraprofessional staff, special education and general education teachers, K-5
K-5 Project First Step 2016-17	Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2016	06/15/2017	\$37700	K-2 General Education staff, Physical Education teacher, Title I staff
K-5 Americorps Literacy Support 2016-17	Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize Title I A and or 31A At-Risk funds to hire two staff to support reading during Tier II reading instruction for identified students.	Academic Support Program	Tier 2	Implement	09/01/2016	06/15/2017	\$11000	District/building administration and classroom teachers
K-8 Eureka Math 2016-17	All K-8 staff will participate in local Eureka math professional development from our ISD math consultant in order to effectively weave the Eureka math strategies into daily practice.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/15/2017	\$0	K-5 general education teachers, Special Education teachers, Title I and ISD math consultant

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K-5 Little Hornets PreSchool 2016-17	Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds.	Academic Support Program	Tier 1	Monitor	10/01/2016	06/15/2017	\$0	Building administration or preschool teacher, preschool staff
K-8 Data Review 2016-17	All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content areas student achievement data.	Teacher Collaboration	Tier 2	Implement	09/01/2016	06/15/2017	\$0	General Education staff, Title I and At-Risk professional staff and building administration
K-5 Project First Step 2016-17	Kindergarten through 2nd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Monitor	09/01/2016	06/15/2017	\$0	K-2 General Education staff, physical education teacher, Title I staff
K-5 Little Hornets Preschool 2016-17	Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds. An additional four students will be funded using the supplemental source of Title I Part A. These students will also be eligible for Early Learning Enhancement Grant slots thus allowing our preschool programs to service students year around through the summer of 2015.	Academic Support Program	Tier 1	Monitor	09/01/2016	06/15/2017	\$0	Building administration or, preschool staff, preschool teachers
K-5 Title I Evenings 2016-17	Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I staff
K-5 Title I Evenings 2016-17	Title I Family Nights (1) will include information related to engaging children in science and math activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2016	06/15/2017	\$500	Title I staff