

# **District School Improvement Plan**

## **2017-2018**

Pellston Public Schools

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# TABLE OF CONTENTS

Overview .....	1
Goals Summary .....	2
Goal 1: All students will demonstrate proficiency in reading.....	3
Goal 2: All students will demonstrate proficiency in writing.....	11
Goal 3: All students will demonstrate proficiency in mathematics.....	15
Goal 4: All students will demonstrate proficiency in science.....	23
Goal 5: All students will demonstrate proficiency in social studies.....	27
Goal 6: All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting.....	32
Activity Summary by Funding Source .....	39
Activity Summary by School .....	60

## **Overview**

### **Plan Name**

District School Improvement Plan 2017-2018

### **Plan Description**

DIP 2017-2018 v.2

## 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: 15	Academic	\$502200
2	All students will demonstrate proficiency in writing.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$0
3	All students will demonstrate proficiency in mathematics.	Objectives: 1 Strategies: 2 Activities: 16	Academic	\$5500
4	All students will demonstrate proficiency in science.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$500
5	All students will demonstrate proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 6	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: 15	Organizational	\$171600

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

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/15/2018 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2017-2018 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

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

Tier: Tier 1

Activity - K-12 Professional Learning- Engagement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, 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	09/01/2017	06/30/2018	\$0	Title II Part A	K-12 staff, special education and Title I professional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - K-5 Literacy Engagement Consultant 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing State and Federal funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core 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. A focus will be on modeling the 10 Essentials of Reading.  Schools: Pellston Elementary School	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$20000	Title II Part A	K-5 professional staff, paraprofessionals and literacy engagement consultant

Activity - K-5 Little Hornets Pre-School 2017-2018	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	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Monitor	09/01/2017	06/30/2018	\$225000	Other	Pre-School Director, pre-school teachers, building administrator

Activity - Administrative Professional Learning 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>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 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.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>Building Level and Central Office Administration</p>
<p>Schools: All Schools</p>								

Activity - K-12 Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p>	<p>Teacher Collaboration, Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Other</p>	<p>All professional staff members and department leaders</p>
<p>Schools: All Schools</p>								

Activity - 6-12 Student Self Assessment 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p> <p>Schools: Pellston Middle/High School</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Other</p>	<p>6-12 staff and administration</p>
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**Strategy 2:**

Supplemental Instruction 2017-2018 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, At-Risk teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: English/Language Arts

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

Tier: Tier 2



**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - K-12 Professional Learning-Engagement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Pellston Elementary School, Pellston Middle/High School</p>	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	Title II Part A	K-12 staff, special education staff, Title I professional staff

Activity - K-5 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement a 20-30 minute intervention block in reading/reading comprehension in the content areas and mathematics for each grade level K-3(primary focus) and grade 4-5. Academic block 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 (Initial Screener) and diagnostic screeners (extensive screeners). 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	09/01/2017	06/30/2018	\$200000	Title I Part A	Title I professional and paraprofessional staff, K-5 general education staff

Activity - K-5 Title I Family Evenings 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Title I Family Nights (1) will include information related to engaging children in reading activities.</p> <p>Schools: Pellston Elementary School</p>	<p>Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/30/2018</p>	<p>\$500</p>	<p>Title I Schoolwide</p>	<p>Title I professional and paraprofessional staff and General Education and Special Education staff</p>
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Activity - K-5 Leveled Reading Material 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<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>Schools: Pellston Elementary School</p>	<p>Supplemental Materials</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Title I professional and paraprofessional staff, special education and general education teachers, K-5</p>

## District School Improvement Plan 2017-2018

Pellston Public Schools

Activity - K-5 Project First Step 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.  Schools: Pellston Elementary School	Direct Instruction	Tier 2	Implement	09/01/2017	06/30/2018	\$37700	Section 31a	K-2 General Education staff, Physical Education teacher, Title I staff

Activity - K-8 Data Review-Summary of Effectiveness 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will 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.  Schools: All Schools	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$0	General Fund	General education staff, Title I professional staff and building administration

Activity - K-5 Americorps Literacy Support 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School (K-5) in collaboration with the intermediate school district will utilize Title I A and or 31A At-Risk funds to hire one staff to support reading during Tier II reading instruction for identified students.  Schools: Pellston Elementary School	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$11000	Section 31a	District/building administration and classroom teachers

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - 6-8 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff identified to work with at-risk students will implement one 30 minute intervention block in reading/reading comprehension and mathematics for each grade level 6-8. This additional support 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 At-Risk professional 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	09/01/2017	06/30/2018	\$8000	Section 31a	Grade 6-8 general education professional staff, At-Risk professional staff

Activity - K-12 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the 2017-2018 academic year and during the summer of 2018 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>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$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 Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency writing in English Language Arts by 06/15/2018 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2017-2018 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

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

Tier: Tier 1

Activity - K-12 Professional Learning-Engagement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, 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	09/01/2017	06/30/2018	\$0	Title II Part A	K-12 General education staff, special education staff, Title I professional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - K-12 MAISA Units 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to increase student achievement and student engagement in writing we will participate in the MAISA Units in order to address concerns particularly with regard to writing standards. Teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, and strategies for how much students write. The ISD consultants will assist teachers in implementation with fidelity of the MAISA writing units.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	General Fund	K-12 general education staff

Activity - K-12 Literacy Engagement Consultant 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Title IIA funds, a consultant will be hired to model engagement strategies to professional and paraprofessional 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	09/01/2017	06/30/2018	\$0	Title II Part A	Engagement coach and K-12 general education staff

Activity - K-5 Little Hornets Preschool 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds. An additional four students will be funded using the Federal and State supplemental sources.  Schools: Pellston Elementary School	Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Title I Part A	Building administrator or, preschool staff, preschool teachers

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary and Pellston Middle/High School will develop teams in each of the two district building to serve the role of Positive Behavior Interventions and Supports (PBIS) Team members. During the 2017-2018 school year, both buildings will work to develop system as NEW IMPLEMENTORS. The framework for PBIS will be the work the district has done with the Full Value Agreement. A grant through the CharEm ISD will support parts of this implementation with any additional required funding coming from both State and Federal supplemental funding sources.  Schools: All Schools	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Title II Part A	All professional staff members and department leaders

**Strategy 2:**

Supplemental Instruction 2017-2018 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, At-Risk, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: English/Language Arts

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

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - K-5 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement 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	09/01/2017	06/30/2018	\$0	Title I Schoolwide	Title I professional staff and paraprofessional staff, K-5 general education staff

Activity - 6-8 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff will implement intervention blocks in reading/reading comprehension in the content areas reading and mathematics for each grade level 6-8. These 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 At-Risk professional 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	09/01/2017	06/30/2018	\$0	Section 31a	Grade 6-8 general education staff, At-Risk professional staff



**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - K-12 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2017-2018 academic year and during the summer of 2018 students in K-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.  Schools: All Schools	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$0	Title I Part A	Identified K-12 professional and paraprofessional staff

**Goal 3: All students will demonstrate proficiency in mathematics.****Measurable Objective 1:**

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in mathematical thinking and application in Mathematics by 06/15/2018 as measured by state identified assessments..

**Strategy 1:**

Effective Feedback 2017 - 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

Pellston Public Schools

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**District School Improvement Plan 2017-2018**

Pellston Public Schools

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

Tier: Tier 1

Activity - K-12 Professional Learning-Engagement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, 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	09/01/2017	06/15/2018	\$0	Title II Part A	K-12 general education staff, special education staff and Title I professional staff

Activity - K-8 Eureka Math 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 staff will participate in ongoing Eureka Math professional development from sources such as our ISD math consultant in order to more effectively weave the Eureka math strategies into daily practice.  Schools: Pellston Elementary School	Professional Learning	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	General Fund	K-8 general education teachers, Special Education teachers, Title I and ISD Math Consultant

Activity - K-12 Math Collaborative 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

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.  Schools: All Schools	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	Other	K-12 professional staff
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Activity - K-5 Little Hornets PreSchool 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds.  Schools: Pellston Elementary School	Academic Support Program	Tier 1	Monitor	10/01/2017	06/15/2018	\$0	Title I Part A	Building administration or preschool teacher, preschool staff

Activity - Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the 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	09/01/2017	06/15/2018	\$0	Title II Part A	All professional staff and department leadership

Activity - 6-12 Student Self Assessment 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p> <p>Schools: Pellston Middle/High School</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Section 31a</p>	<p>6-12 staff and administration</p>
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**Strategy 2:**

Supplemental Instruction 2017-2018 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, At-Risk, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Mathematics

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

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - K-12 Professional Learning-Data 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for 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	09/01/2017	06/15/2018	\$0	Title II Part A	K-12 staff, Special Education staff and Title I professional staff

Activity - K-8 IXL Math 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion of Title I services identified students, utilizing flexible grouping throughout the year, in Kindergarten through grade eight, will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the state adopted core standards. Students will be identified by Delta Math screener and classroom unit test results.  Schools: Pellston Elementary School, Pellston Middle/High School	Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$2500	Title I Part A	General Education teacher K-8, Title I and At-Risk professional and paraprofessional staff

Activity - K-5 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>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.</p> <p>Schools: Pellston Elementary School</p>	Academic Support Program	Tier 2	Monitor	09/01/2017	06/15/2018	\$0	Title I Schoolwide	Title I Professional and paraprofessional staff, general education teachers
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Activity - K-8 Data Review 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>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.</p> <p>Schools: Pellston Elementary School</p>	Teacher Collaboration	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Other	General Education staff, Title I and At-Risk professional staff and building administration

Activity - K-5 Project First Step 2017-2018	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	09/01/2017	06/15/2018	\$0	Section 31a	K-2 General Education staff, physical education teacher, Title I staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - 6-8 IXL Math 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During a portion intervention periods identified students utilizing flexible grouping throughout the year in grade 6-8 students will web-based IXL mathematics as a tool to supplement daily mathematics instruction in the Common Core. Students will be identified by Delta Math Screener and classroom math unit results.  Schools: Pellston Middle/High School	Supplemental Materials	Tier 2	Implement	09/01/2017	06/15/2018	\$1000	Section 31a	Intervention staff at the middle school

Activity - 6-8 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Middle School staff, Title I professional and at-risk staff will implement intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These 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 building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.  Schools: Pellston Middle/High School	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Section 31a	Grade 6-8 general education staff, Title I and At-Risk professional staff

Activity - K-12 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

During the 2017-18 academic year and during the summer of 2018 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	09/01/2017	06/15/2018	\$0	Title I Part A	Identified K-12 professional and paraprofessional staff
Schools: All Schools								

Activity - K-5 Title I Evenings 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Parent Involvement	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I Part A	Title I staff
Schools: Pellston Elementary School								

Activity - K-5 IXL Mathematics 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core. Students will be identified by Delta math screener and classroom unit test results.	Academic Support Program, Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$1500	Title I Part A	K-5 professional staff, computer teacher, administrator
Schools: Pellston Elementary School								



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

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency scientific thinking and application in Science by 06/15/2018 as measured by state identified assessments..

### Strategy 1:

Effective Feedback 2017-2018 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Science

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

Tier: Tier 1

Activity - K-12 Professional Learning-Engagement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

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-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	09/01/2017	06/15/2018	\$0	Title II Part A	K-12 General education staff, Special Education staff and Title I professional staff
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Activity - Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Camp Daggett staff will work with district staff 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.  Schools: All Schools	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	Title II Part A	All professional staff and department leaders

Activity - 6-12 Student Self Assessment 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p> <p>Schools: Pellston Middle/High School</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Other</p>	<p>6-12 staff and administration</p>
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**Strategy 2:**

Supplemental Instruction 2017-2018 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, At-Risk, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Science

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

Tier: Tier 2

Activity - K-5 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Pellston Elementary staff, Title I professional, at-risk 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-3 primary focus and grade 4-5. 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	09/01/2017	06/15/2018	\$0	Title I Schoolwide	Title I professional staff and paraprofessional staff, K-5 general education staff
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Activity - 6-8 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff, professional at-risk staff will implement 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	09/01/2017	06/15/2018	\$0	Section 31a	Grade 6-8 general education staff, Title I and At-Risk professional staff

Activity - K-12 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>During the 2017-18 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>K-12 identified professional and paraprofessional staff</p>
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Activity - K-5 Title I Evenings 2017-2018	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>	<p>Parent Involvement, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$500</p>	<p>Title I Part A</p>	<p>Title I staff</p>

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

**Measurable Objective 1:**

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade students will demonstrate a proficiency in thinking and application in Social Studies by 06/15/2018 as measured by state identified assessments..

**Strategy 1:**

Effective Feedback 2017-2018 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Social Studies

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

Tier: Tier 1

Activity - K-12 Professional Learning- Engagement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-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	09/01/2017	06/15/2018	\$0	Title II Part A	building administration

Activity - Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Camp Daggett staff will work with district staff 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>Schools: All Schools</p>	<p>Teacher Collaboration, Professional Learning, Behavioral Support Program</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title II Part A</p>	<p>All professional staff and department leaders</p>
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Activity - Student Self-Assessment 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. Meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p> <p>Schools: Pellston Middle/High School</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Other</p>	<p>6-12 staff and administration</p>

**Strategy 2:**

Supplemental Instruction 2017-2018 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Social Studies

Research Cited: 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 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Elementary staff, Title I professional and paraprofessional staff will implement two 30 minute intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level K-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Title I Schoolwide	Title I professional staff and paraprofessional staff, K-5 general education staff



**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - 6-8 Academic Academy Block 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Pellston Middle School staff, will implement intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These 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 At-Risk professional 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	09/01/2017	06/15/2018	\$0	Section 31a	Grade 6-8 professional staff, At-Risk professional staff

Activity - K-12 Extended Learning Time 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>During the 2017-18 academic year and during the summer of 2018 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	09/01/2017	06/15/2018	\$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:

demonstrate a proficiency of social skills and emotional regulation within the school setting through increasing proficiency within the SRSS by 15%. by 06/15/2018 as measured by comparing Office Discipline Referrals from previous school year..

### Strategy 1:

Mentoring and Relationship Building 2017-2018 - 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 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a 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	09/01/2017	06/15/2018	\$60000	Section 31a	K-12 staff and administation
Schools: All Schools								

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - Student Mentor Program 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the continued development of a Peer Mentoring Program staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, behavioral screening scales, academic and attendance data, etc.) Staff members will serve as mentors to assist students in developing goals, role playing appropriate responses to situation, and practicing appropriate in-school behaviors/expectations.  Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Other	K-12 staff, Counselor

Activity - K-12 Student Risk Screening Scale 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All professional staff will use the Student Risk Screener Scale to identify social/emotional needs of students with the classroom, grade level and building.  Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	General Fund	District administration and professional staff

Activity - Teaching, Education and Mentoring (TEAM) 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.  Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$0	Other	Build level administrator, School Resource Officer and classroom teachers

## District School Improvement Plan 2017-2018

Pellston Public Schools

Activity - K-12 Mental Health First Aid 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
during the Fall of 2017 staff will receive training in Mental Health First Aid. This training will be provided by the local Health Department. this professional development provides staff with strategies to respond to student crisis including but not limited to parental incarceration, substance abuse and addiction.  Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/15/2018	\$500	Title II Part A	K-12 staff, administration

### Strategy 2:

Explicit Instruction of Social Skills and Emotional Regulation 2017-2018 - Students in Kindergarten through sixth grade will explicitly be taught social emotional learning (SEL) skills within district classrooms. The Common Core State Standards implicitly embeds within the Standards social emotional skill acquisition. Skills such as "students make sense of problems and persevere in solving them" or "when constructing viable arguments, students justify their conclusions, communicate them to others, and respond to the arguments of others" and "RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events". School success is the intentional result of social emotional learning and content area learning so that ALL students will be college and/or workplace readiness.

Category: 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

## District School Improvement Plan 2017-2018

Pellston Public Schools

Activity - Skill Streaming Instruction 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.  Schools: All Schools	Behavioral Support Program	Tier 2		09/01/2017	06/15/2018	\$0	General Fund	General Education teachers

Activity - Teaching, Educating, and Mentoring (TEAM) 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Teaching, Educating, And mentoring (TEAM) School Liaison Program is a school-based "law related " education program taught by specially trained law enforcement officers. TEAM is a proactive effort to make schools and communities safer, promote responsible citizens, and encourage positive character traits.  Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$0	General Fund	School Resource Officer

Activity - K-12 Student Success Coordinator 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a 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 2	Implement	09/01/2017	06/15/2018	\$60000	Section 31a	School Success Coordinator, administration

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Activity - Professional Learning Full Value Agreement 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and 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.  Schools: All Schools	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	General Fund	All K-12 staff and administration

Activity - K-12 Book Study, " Developing Schoolwide Programs to Prevent & Manage Problem Behaviors" 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will do a book study on "Developing School-wide Programs to Prevent and Manage Behavior Problems" and we will also use the book "Systematic Screening of Behavior to Support Instruction" to support decision making in within the district.  Schools: All Schools	Teacher Collaboration, Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$2600	Title II Part A	K-12

Activity - School Improvement Conference 2017	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing.  Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$2500	Title II Part A	Superintendent and 2 administrators

Activity - Positive Behavior Interventions and Supports 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

Pellston Elementary and Middle/High School (PreK-12) is a participant in a MiBLSi PBIS Grant acquired by the CharEm ISD. Pellston has in the past been a MiBLSi School participant is participating as a Refresher School and New Implementor within this grant. Many of the components of PBIS are currently partially in place within the building. Participation in this two year grant will enable the buildings to rebuild and expand structures that in the past have been in place. this grant will address all tiers of behavior with the buildings.  Schools: All Schools	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/30/2018	\$2500	Section 31a	K-12 staff and administration
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Activity - K-5 School Counselor 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School will utilize a school counselor in an effort to provide support to students identified through the SRSS screening as having social skill/coping deficits.  Schools: Pellston Elementary School	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$40000	Title I Part A	elementary principal and counselor

Activity - K-12 Michigan Health Model 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All relevant staff in K-12 will be trained and provide instruction to students using the Michigan Health Model. Within this model staff will explicitly teach using lessons provided, Character Education, to students.  Schools: All Schools	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$500	General Fund	K-12 health Educators, administrators

Activity - K-6 Social Emotional Learning Curriculum 2017-2018	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>The district will purchase a core Social Emotional learning Curriculum that focuses on the five skill areas within the Framework for systematic Social and Emotional Learning (Core Competencies): self management, self awareness, social awareness, relationship skills and responsible decision making. Implementation of the core program will be explicitly taught by each grade level teacher. For student identified as needing additional support with the core competencies, the K-5 school counselor will continue small group instruction/re-teaching for the students.</p> <p>Schools: Pellston Elementary School, Pellston Middle School</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$3000</p>	<p>Section 31a</p>	<p>K-6 professional staff, counselor, administrator</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Math Collaborative 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 professional staff
Student Self-Assessment 2017-2018	Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate on the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Academic Support Program, Professional Learning	Tier 1		09/01/2017	06/15/2018	\$0	6-12 staff and administration

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-8 Data Review 2017-2018	All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content areas student achievement data.	Teacher Collaboration	Tier 2	Implement	09/01/2017	06/15/2018	\$0	General Education staff, Title I and At-Risk professional staff and building administration
K-12 Professional Learning Full Value Agreement 2017-2018	Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	All professional staff members and department leaders
Teaching, Education and Mentoring (TEAM) 2017-2018	School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$0	Build level administrator, School Resource Officer and classroom teachers

**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-12 Student Self Assessment 2017-2018	Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	6-12 staff and administration
K-5 Little Hornets Pre-School 2017-2018	Pellston Elementary School houses two pre-school age classrooms.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Monitor	09/01/2017	06/30/2018	\$225000	Pre-School Director, pre-school teachers, building administrator
Student Mentor Program 2017-2018	Through the continued development of a Peer Mentoring Program staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, behavioral screening scales, academic and attendance data, etc.) Staff members will serve as mentors to assist students in developing goals, role playing appropriate responses to situation, and practicing appropriate in-school behaviors/expectations.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	K-12 staff, Counselor

**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-12 Student Self Assessment 2017-2018	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	6-12 staff and administration
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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 Professional Learning-Engagement 2017-2018	<p>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.</p>	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	K-12 general education staff, special education staff and Title I professional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Professional Learning Full Value Agreement 2017-2018	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	09/01/2017	06/15/2018	\$0	All professional staff and department leadership
Professional Learning Full Value Agreement 2017-2018	Camp Daggett staff will work with district staff 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	09/01/2017	06/15/2018	\$0	All professional staff and department leaders
K-12 Professional Learning- Engagement 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	K-12 staff, special education and Title I professional staff
School Improvement Conference 2017	Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$2500	Superintendent and 2 administrators
Professional Learning Full Value Agreement 2017-2018	Camp Daggett staff will work with district staff 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	09/01/2017	06/15/2018	\$0	All professional staff and department leaders

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-12 Literacy Engagement Consultant 2017-2018	Utilizing Title IIA funds, a consultant will be hired to model engagement strategies to professional and paraprofessional 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	09/01/2017	06/30/2018	\$0	Engagement coach and K-12 general education staff
K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	K-12 staff, special education staff, Title I professional staff
K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	K-12 General education staff, special education staff, Title I professional staff
K-12 Book Study, "Developing Schoolwide Programs to Prevent & Manage Problem Behaviors" 2017-2018	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	09/01/2017	06/15/2018	\$2600	K-12
K-5 Literacy Engagement Consultant 2017-2018	Utilizing State and Federal funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core 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. A focus will be on modeling the 10 Essentials of Reading.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$20000	K-5 professional staff, paraprofessionals and literacy engagement consultant
K-12 Mental Health First Aid 2017-2018	during the Fall of 2017 staff will receive training in Mental Health First Aid. This training will be provided by the local Health Department. this professional development provides staff with strategies to respond to student crisis including but not limited to parental incarceration, substance abuse and addiction.	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/15/2018	\$500	K-12 staff, administration

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-12 Professional Learning- Engagement 2017-2018	In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	building administration
Professional Learning Full Value Agreement 2017-2018	Pellston Elementary and Pellston Middle/High School will develop teams in each of the two district building to serve the role of Positive Behavior Interventions and Supports (PBIS) Team members. During the 2017-2018 school year, both buildings will work to develop system as NEW IMPLEMENTORS. The framework for PBIS will be the work the district has done with the Full Value Agreement. A grant through the CharEm ISD will support parts of this implementation with any additional required funding coming from both State and Federal supplemental funding sources.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	All professional staff members and department leaders
K-12 Professional Learning-Data 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 staff, Special Education staff and Title I professional staff
K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	K-12 General education staff, Special Education staff and Title I professional staff

**Title I Part A**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>K-5 Leveled Reading Material 2017-2018</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>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Title I professional and paraprofessional staff, special education and general education teachers, K-5</p>
<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-18 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>



**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 IXL Mathematics 2017-2018	Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core. Students will be identified by Delta math screener and classroom unit test results.	Academic Support Program, Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$1500	K-5 professional staff, computer teacher, administrator
K-5 Title I Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in science and math activities.	Parent Involvement, Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I staff
K-12 Extended Learning Time 2017-2018	During the 2017-18 academic year and during the summer of 2018 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	09/01/2017	06/15/2018	\$0	K-12 identified professional and paraprofessional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-18 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>K-12 identified professional and paraprofessional staff</p>
<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-2018 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>
<p>K-5 School Counselor 2017-2018</p>	<p>Pellston Elementary School will utilize a school counselor in an effort to provide support to students identified through the SRSS screening as having social skill/coping deficits.</p>	<p>Behavioral Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$40000</p>	<p>elementary principal and counselor</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 Little Hornets Preschool 2017-2018	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 Federal and State supplemental sources.	Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Building administration or, preschool staff, preschool teachers
K-8 IXL Math 2017-2018	During a portion of Title I services identified students, utilizing flexible grouping throughout the year, in Kindergarten through grade eight, will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the state adopted core standards. Students will be identified by Delta Math screener and classroom unit test results.	Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$2500	General Education teacher K-8, Title I and At-Risk professional and paraprofessional staff
K-12 Extended Learning Time 2017-2018	During the 2017-2018 academic year and during the summer of 2018 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	09/01/2017	06/30/2018	\$0	Identified K-12 professional and paraprofessional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 Academic Academy Block 2017-2018	Pellston Elementary staff, Title I professional and paraprofessional staff will implement a 20-30 minute intervention block in reading/reading comprehension in the content areas and mathematics for each grade level K-3(primary focus) and grade 4-5. Academic block 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 (Initial Screener) and diagnostic screeners (extensive screeners). 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	09/01/2017	06/30/2018	\$200000	Title I professional and paraprofessional staff, K-5 general education staff
K-5 Little Hornets PreSchool 2017-2018	Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds.	Academic Support Program	Tier 1	Monitor	10/01/2017	06/15/2018	\$0	Building administration or preschool teacher, preschool staff
K-5 Title I Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Parent Involvement	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I staff

**Title I Schoolwide**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Title I Family Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in reading activities.	Parent Involvement, Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$500	Title I professional and paraprofessional staff and General Education and Special Education staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>K-5 Academic Academy Block 2017-2018</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>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Title I professional staff and paraprofessional staff, K-5 general education staff</p>
<p>K-5 Academic Academy Block 2017-2018</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-3 and 4-5. 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title I professional staff and paraprofessional staff, K-5 general education staff</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-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	09/01/2017	06/15/2018	\$0	Title I Professional and paraprofessional staff, general education teachers
K-5 Academic Academy Block 2017-2018	Pellston Elementary staff, Title I professional, at-risk 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-3 primary focus and grade 4-5. 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	09/01/2017	06/15/2018	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff

**General Fund**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Student Risk Screening Scale 2017-2018	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	Implement	09/01/2017	06/15/2018	\$0	District administration and professional staff

## District School Improvement Plan 2017-2018

Pellston Public Schools

K-12 Michigan Health Model 2017-2018	All relevant staff in K-12 will be trained and provide instruction to students using the Michigan Health Model. Within this model staff will explicitly teach using lessons provided, Character Education, to students.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$500	K-12 health Educators, administrators
Teaching, Educating, and Mentoring (TEAM) 2017-2018	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	09/01/2017	06/15/2018	\$0	School Resource Officer
Skill Streaming Instruction 2017-2018	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.	Behavioral Support Program	Tier 2		09/01/2017	06/15/2018	\$0	General Education teachers
Professional Learning Full Value Agreement 2017-2018	Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	All K-12 staff and administration
K-8 Data Review-Summary of Effectiveness 2017-2018	All staff will review DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. 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	09/01/2017	06/30/2018	\$0	General education staff, Title I professional staff and building administration
K-8 Eureka Math 2017-2018	All K-8 staff will participate in ongoing Eureka Math professional development from sources such as our ISD math consultant in order to more effectively weave the Eureka math strategies into daily practice.	Professional Learning	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	K-8 general education teachers, Special Education teachers, Title I and ISD Math Consultant

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-12 MAISA Units 2017-2018	In an effort to increase student achievement and student engagement in writing we will participate in the MAISA Units in order to address concerns particularly with regard to writing standards. Teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, and strategies for how much students write. The ISD consultants will assist teachers in implementation with fidelity of the MAISA writing units.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	K-12 general education staff
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**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
6-8 Academic Academy Block 2017-2018	Pellston Middle School staff will implement intervention blocks in reading/reading comprehension in the content areas reading and mathematics for each grade level 6-8. These 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 At-Risk professional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$0	Grade 6-8 general education staff, At-Risk professional staff
K-12 Student Success Coordinator 2017-2018	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a 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	09/01/2017	06/15/2018	\$60000	K-12 staff and administration



**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Positive Behavior Interventions and Supports 2017-2018</p>	<p>Pellston Elementary and Middle/High School (PreK-12) is a participant in a MiBLSi PBIS Grant acquired by the CharEm ISD. Pellston has in the past been a MiBLSi School participant is participating as a Refresher School and New Implementor within this grant. Many of the components of PBIS are currently partially in place within the building. Participation in this two year grant will enable the buildings to rebuild and expand structures that in the past have been in place. this grant will address all tiers of behavior with the buildings.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>09/01/2017</p>	<p>06/30/2018</p>	<p>\$2500</p>	<p>K-12 staff and administration</p>
<p>6-8 Academic Academy Block 2017-2018</p>	<p>Pellston Middle School staff, will implement intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These 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 At-Risk professional 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Grade 6-8 professional staff, At-Risk professional staff</p>
<p>6-8 Academic Academy Block 2017-2018</p>	<p>Pellston Middle School staff, Title I professional and at-risk staff will implement intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These 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 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Grade 6-8 general education staff, Title I and At-Risk professional staff</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-8 Academic Academy Block 2017-2018	Pellston Middle School staff identified to work with at-risk students will implement one 30 minute intervention block in reading/reading comprehension and mathematics for each grade level 6-8. This additional support 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 At-Risk professional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$8000	Grade 6-8 general education professional staff, At-Risk professional staff
6-8 IXL Math 2017-2018	During a portion intervention periods identified students utilizing flexible grouping throughout the year in grade 6-8 students will web-based IXL mathematics as a tool to supplement daily mathematics instruction in the Common Core. Students will be identified by Delta Math Screener and classroom math unit results.	Supplemental Materials	Tier 2	Implement	09/01/2017	06/15/2018	\$1000	Intervention staff at the middle school
K-12 Student Success Coordinator 2017-2018	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a 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 2	Implement	09/01/2017	06/15/2018	\$60000	School Success Coordinator , administration

**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-8 Academic Academy Block 2017-2018	Pellston Middle School staff, professional at-risk staff will implement 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	09/01/2017	06/15/2018	\$0	Grade 6-8 general education staff, Title I and At-Risk professional staff
K-6 Social Emotional Learning Curriculum 2017-2018	The district will purchase a core Social Emotional learning Curriculum that focuses on the five skill areas within the Framework for systematic Social and Emotional Learning (Core Competencies): self management, self awareness, social awareness, relationship skills and responsible decision making. Implementation of the core program will be explicitly taught by each grade level teacher. For student identified as needing additional support with the core competencies, the K-5 school counselor will continue small group instruction/re-teaching for the students.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$3000	K-6 professional staff, counselor, administrator
K-5 Project First Step 2017-2018	Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2017	06/30/2018	\$37700	K-2 General Education staff, Physical Education teacher, Title I staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-12 Student Self Assessment 2017-2018	Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	6-12 staff and administration
K-5 Americorps Literacy Support 2017-2018	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 one staff to support reading during Tier II reading instruction for identified students.	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$11000	District/building administration and classroom teachers
K-5 Project First Step 2017-2018	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	09/01/2017	06/15/2018	\$0	K-2 General Education staff, physical education teacher, Title I staff

**No Funding Required**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Administrative Professional Learning 2017-2018</p>	<p>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 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.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Building Level and Central Office Administration</p>
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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 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	K-12 general education staff, special education staff and Title I professional staff
K-12 Professional Learning- Engagement 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	K-12 staff, special education and Title I professional staff
K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement, 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	09/01/2017	06/30/2018	\$0	K-12 General education staff, special education staff, Title I professional staff
K-12 Professional Learning- Engagement 2017-2018	In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	building administration

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	K-12 General education staff, Special Education staff and Title I professional staff
K-12 MAISA Units 2017-2018	In an effort to increase student achievement and student engagement in writing we will participate in the MAISA Units in order to address concerns particularly with regard to writing standards. Teachers will focus on writing strategies, process writing approach, rewriting, intensive writing, formative assessment, and strategies for how much students write. The ISD consultants will assist teachers in implementation with fidelity of the MAISA writing units.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	K-12 general education staff
K-12 Literacy Engagement Consultant 2017-2018	Utilizing Title IIA funds, a consultant will be hired to model engagement strategies to professional and paraprofessional 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	09/01/2017	06/30/2018	\$0	Engagement coach and K-12 general education staff
Administrative Professional Learning 2017-2018	Building and Central Office Administration will attend conferences such as MASA, MEMSPA and the Principal's Summit attending break out sessions directly related to both district and building school improvement plans. Break out sessions attended will be directly related to observation and implementation of building improvement strategies such as Student Engagement and intervention. The purpose of providing staff with appropriate feedback on the level of implementation will be critical to successful and ongoing implementation of building and district "best practice" strategies.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	Building Level and Central Office Administration
K-8 Data Review-Summary of Effectiveness 2017-2018	All staff will review DIBELS Next "Summary of Effectiveness" data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. 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	09/01/2017	06/30/2018	\$0	General education staff, Title I professional staff and building administration

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-12 Math Collaborative 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 professional staff
K-12 Professional Learning Full Value Agreement 2017-2018	Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	All professional staff members and department leaders
Professional Learning Full Value Agreement 2017-2018	Pellston Elementary and Pellston Middle/High School will develop teams in each of the two district building to serve the role of Positive Behavior Interventions and Supports (PBIS) Team members. During the 2017-2018 school year, both buildings will work to develop system as NEW IMPLEMENTORS. The framework for PBIS will be the work the district has done with the Full Value Agreement. A grant through the CharEm ISD will support parts of this implementation with any additional required funding coming from both State and Federal supplemental funding sources.	Teacher Collaboration, Professional Learning	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	All professional staff members and department leaders
Professional Learning Full Value Agreement 2017-2018	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	09/01/2017	06/15/2018	\$0	All professional staff and department leadership
Professional Learning Full Value Agreement 2017-2018	Camp Daggett staff will work with district staff 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	09/01/2017	06/15/2018	\$0	All professional staff and department leaders



**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Professional Learning Full Value Agreement 2017-2018</p>	<p>Camp Daggett staff will work with district staff 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>All professional staff and department leaders</p>
<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-2018 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-2018 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>
<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-18 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Identified K-12 professional and paraprofessional staff</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-18 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>K-12 identified professional and paraprofessional staff</p>
<p>K-12 Extended Learning Time 2017-2018</p>	<p>During the 2017-18 academic year and during the summer of 2018 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>K-12 identified professional and paraprofessional staff</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-12 Student Success Coordinator 2017-2018	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a 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	09/01/2017	06/15/2018	\$60000	K-12 staff and administration
Student Mentor Program 2017-2018	Through the continued development of a Peer Mentoring Program staff and students will be identified to participate in a student mentor program based on various forms of data (ODR, behavioral screening scales, academic and attendance data, etc.) Staff members will serve as mentors to assist students in developing goals, role playing appropriate responses to situation, and practicing appropriate in-school behaviors/expectations.	Academic Support Program, Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	K-12 staff, Counselor
Skill Streaming Instruction 2017-2018	Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents.	Behavioral Support Program	Tier 2		09/01/2017	06/15/2018	\$0	General Education teachers
Teaching, Educating, and Mentoring (TEAM) 2017-2018	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	09/01/2017	06/15/2018	\$0	School Resource Officer
K-12 Student Success Coordinator 2017-2018	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a 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 2	Implement	09/01/2017	06/15/2018	\$60000	School Success Coordinator, administration
K-12 Student Risk Screening Scale 2017-2018	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	Implement	09/01/2017	06/15/2018	\$0	District administration and professional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

Teaching, Education and Mentoring (TEAM) 2017-2018	School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program	Tier 1	Implement	09/15/2017	06/15/2018	\$0	Build level administrator, School Resource Officer and classroom teachers
Professional Learning Full Value Agreement 2017-2018	Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.	Academic Support Program, Behavioral Support Program	Tier 1	Monitor	09/01/2017	06/15/2018	\$0	All K-12 staff and administration
K-12 Book Study, "Developing Schoolwide Programs to Prevent & Manage Problem Behaviors" 2017-2018	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	09/01/2017	06/15/2018	\$2600	K-12
School Improvement Conference 2017	Building level administrators and Superintendent will attend the fall School Improvement Conference in Lansing.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$2500	Superintendent and 2 administrators
K-12 Mental Health First Aid 2017-2018	during the Fall of 2017 staff will receive training in Mental Health First Aid. This training will be provided by the local Health Department. this professional development provides staff with strategies to respond to student crisis including but not limited to parental incarceration, substance abuse and addiction.	Behavioral Support Program	Tier 1	Getting Ready	08/01/2017	06/15/2018	\$500	K-12 staff, administration
Positive Behavior Interventions and Supports 2017-2018	Pellston Elementary and Middle/High School (PreK-12) is a participant in a MiBLSi PBIS Grant acquired by the CharEm ISD. Pellston has in the past been a MiBLSi School participant is participating as a Refresher School and New Implementor within this grant. Many of the components of PBIS are currently partially in place within the building. Participation in this two year grant will enable the buildings to rebuild and expand structures that in the past have been in place. this grant will address all tiers of behavior with the buildings.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/30/2018	\$2500	K-12 staff and administration
K-12 Michigan Health Model 2017-2018	All relevant staff in K-12 will be trained and provide instruction to students using the Michigan Health Model. Within this model staff will explicitly teach using lessons provided, Character Education, to students.	Behavioral Support Program	Tier 1	Implement	09/01/2017	06/15/2018	\$500	K-12 health Educators, administrators

**District School Improvement Plan 2017-2018**

Pellston Public Schools

**Pellston Middle/High School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	K-12 staff, special education staff, Title I professional staff
K-12 Professional Learning-Data 2017-2018	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	09/01/2017	06/15/2018	\$0	K-12 staff, Special Education staff and Title I professional staff
K-8 IXL Math 2017-2018	During a portion of Title I services identified students, utilizing flexible grouping throughout the year, in Kindergarten through grade eight, will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the state adopted core standards. Students will be identified by Delta Math screener and classroom unit test results.	Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$2500	General Education teacher K-8, Title I and At-Risk professional and paraprofessional staff
6-8 IXL Math 2017-2018	During a portion intervention periods identified students utilizing flexible grouping throughout the year in grade 6-8 students will web-based IXL mathematics as a tool to supplement daily mathematics instruction in the Common Core. Students will be identified by Delta Math Screener and classroom math unit results.	Supplemental Materials	Tier 2	Implement	09/01/2017	06/15/2018	\$1000	Intervention staff at the middle school

**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-8 Academic Academy Block 2017-2018	Pellston Middle School staff identified to work with at-risk students will implement one 30 minute intervention block in reading/reading comprehension and mathematics for each grade level 6-8. This additional support 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 At-Risk professional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$8000	Grade 6-8 general education professional staff, At-Risk professional staff
6-8 Academic Academy Block 2017-2018	Pellston Middle School staff will implement intervention blocks in reading/reading comprehension in the content areas reading and mathematics for each grade level 6-8. These 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 At-Risk professional building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$0	Grade 6-8 general education staff, At-Risk professional staff
6-8 Academic Academy Block 2017-2018	Pellston Middle School staff, Title I professional and at-risk staff will implement intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These 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 building staff. Identified students will receive small group intensive instruction on specifically identified state adopted core standards.	Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$0	Grade 6-8 general education staff, Title I and At-Risk professional staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>6-8 Academic Academy Block 2017-2018</p>	<p>Pellston Middle School staff, professional at-risk staff will implement 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Grade 6-8 general education staff, Title I and At-Risk professional staff</p>
<p>6-8 Academic Academy Block 2017-2018</p>	<p>Pellston Middle School staff, will implement intervention blocks in reading/reading comprehension in the content areas and mathematics for each grade level 6-8. These 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 At-Risk professional 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Grade 6-8 professional staff, At-Risk professional staff</p>



**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-12 Student Self Assessment 2017-2018	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	6-12 staff and administration
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>Student Self-Assessment 2017-2018</p>	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>6-12 staff and administration</p>
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>6-12 Student Self Assessment 2017-2018</p>	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	<p>Academic Support Program, Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>6-12 staff and administration</p>
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**District School Improvement Plan 2017-2018**

Pellston Public Schools

6-12 Student Self Assessment 2017-2018	<p>Research suggests that student self assessment or self reported grading is one of the most impactful practices that can be implemented in our instructional practices. According to Hattie (2015), Self Reported Grading suggests an effect size or impact of 1.33 when adopted into instructional practices. Teachers and administration will form teams with the common goal of developing strategies that support student self assessment and use of formative assessment over time. Students will be able to use the success criteria defined by the teacher to communicate their learning and are able to determine their learning goals and monitor progress over the course of the school year. Our team of teachers/teams will commit to a specified number of designated times that they will put these concepts into practice over the course of the year (3 times/semester) and will collaborate one the practice. meeting time will be provided in order to analyze the strengths as well as focus areas, resources needed, and additional professional developments and supports needed to ensure the success of our teams and this practice. Designated times will be supported through the use of the four hours of additional professional development outside of the school day. Staff will schedule to meet with administration to support this endeavor.</p>	Academic Support Program, Professional Learning	Tier 1	Implement	09/01/2017	06/15/2018	\$0	6-12 staff and administration
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**Pellston Middle School**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-6 Social Emotional Learning Curriculum 2017-2018	<p>The district will purchase a core Social Emotional learning Curriculum that focuses on the five skill areas within the Framework for systematic Social and Emotional Learning (Core Competencies): self management, self awareness, social awareness, relationship skills and responsible decision making. Implementation of the core program will be explicitly taught by each grade level teacher. For student identified as needing additional support with the core competencies, the K-5 school counselor will continue small group instruction/re-teaching for the students.</p>	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$3000	K-6 professional staff, counselor, administrator

**Pellston Elementary School**

# District School Improvement Plan 2017-2018

Pellston Public Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Professional Learning-Engagement 2017-2018	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$0	K-12 staff, special education staff, Title I professional staff
K-5 Literacy Engagement Consultant 2017-2018	Utilizing State and Federal funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core 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. A focus will be on modeling the 10 Essentials of Reading.	Curriculum Development, Teacher Collaboration, Professional Learning	Tier 1	Implement	09/01/2017	06/30/2018	\$20000	K-5 professional staff, paraprofessionals and literacy engagement consultant
K-5 Academic Academy Block 2017-2018	Pellston Elementary staff, Title I professional and paraprofessional staff will implement a 20-30 minute intervention block in reading/reading comprehension in the content areas and mathematics for each grade level K-3(primary focus) and grade 4-5. Academic block 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 (Initial Screener) and diagnostic screeners (extensive screeners). 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	09/01/2017	06/30/2018	\$200000	Title I professional and paraprofessional staff, K-5 general education staff
K-5 Title I Family Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in reading activities.	Parent Involvement, Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$500	Title I professional and paraprofessional staff and General Education and Special Education staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

<p>K-5 Academic Academy Block 2017-2018</p>	<p>Pellston Elementary staff, Title I professional, at-risk 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-3 primary focus and grade 4-5. 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>09/01/2017</p>	<p>06/15/2018</p>	<p>\$0</p>	<p>Title I professional staff and paraprofessional staff, K-5 general education staff</p>
<p>K-5 Academic Academy Block 2017-2018</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>09/01/2017</p>	<p>06/30/2018</p>	<p>\$0</p>	<p>Title I professional staff and paraprofessional staff, K-5 general education staff</p>

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 Academic Academy Block 2017-2018	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-3 and 4-5. 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	09/01/2017	06/15/2018	\$0	Title I professional staff and paraprofessional staff, K-5 general education staff
K-8 IXL Math 2017-2018	During a portion of Title I services identified students, utilizing flexible grouping throughout the year, in Kindergarten through grade eight, will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the state adopted core standards. Students will be identified by Delta Math screener and classroom unit test results.	Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$2500	General Education teacher K-8, Title I and At-Risk professional and paraprofessional staff
K-5 Academic Academy Block 2017-2018	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-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	09/01/2017	06/15/2018	\$0	Title I Professional and paraprofessional staff, general education teachers

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 Little Hornets Pre-School 2017-2018	Pellston Elementary School houses two pre-school age classrooms.	Supplemental Materials, Direct Instruction, Academic Support Program, Materials	Tier 1	Monitor	09/01/2017	06/30/2018	\$225000	Pre-School Director, pre-school teachers, building administrator
K-5 Leveled Reading Material 2017-2018	Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater will be purchased.	Supplemental Materials	Tier 2	Implement	09/01/2017	06/30/2018	\$0	Title I professional and paraprofessional staff, special education and general education teachers, K-5
K-5 Project First Step 2017-2018	Kindergarten through third grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2017	06/30/2018	\$37700	K-2 General Education staff, Physical Education teacher, Title I staff
K-5 Americorps Literacy Support 2017-2018	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 one staff to support reading during Tier II reading instruction for identified students.	Academic Support Program	Tier 2	Implement	09/01/2017	06/30/2018	\$11000	District/building administration and classroom teachers



**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-8 Eureka Math 2017-2018	All K-8 staff will participate in ongoing Eureka Math professional development from sources such as our ISD math consultant in order to more effectively weave the Eureka math strategies into daily practice.	Professional Learning	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$0	K-8 general education teachers, Special Education teachers, Title I and ISD Math Consultant
K-5 Little Hornets PreSchool 2017-2018	Pellston Elementary School houses two preschool-age classrooms. Twenty-eight students are funded using GSRP funds.	Academic Support Program	Tier 1	Monitor	10/01/2017	06/15/2018	\$0	Building administration or preschool teacher, preschool staff
K-8 Data Review 2017-2018	All staff will review DELTA MATH data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as Professional Learning Communities to review content areas student achievement data.	Teacher Collaboration	Tier 2	Implement	09/01/2017	06/15/2018	\$0	General Education staff, Title I and At-Risk professional staff and building administration
K-5 Project First Step 2017-2018	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	09/01/2017	06/15/2018	\$0	K-2 General Education staff, physical education teacher, Title I staff
K-5 Little Hornets Preschool 2017-2018	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 Federal and State supplemental sources.	Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2018	\$0	Building administration or, preschool staff, preschool teachers
K-5 Title I Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Parent Involvement	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I staff
K-5 Title I Evenings 2017-2018	Title I Family Nights (1) will include information related to engaging children in science and math activities.	Parent Involvement, Academic Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$500	Title I staff

**District School Improvement Plan 2017-2018**

Pellston Public Schools

K-5 School Counselor 2017-2018	Pellston Elementary School will utilize a school counselor in an effort to provide support to students identified through the SRSS screening as having social skill/coping deficits.	Behavioral Support Program	Tier 2	Implement	09/01/2017	06/15/2018	\$40000	elementary principal and counselor
K-6 Social Emotional Learning Curriculum 2017-2018	The district will purchase a core Social Emotional learning Curriculum that focuses on the five skill areas within the Framework for systematic Social and Emotional Learning (Core Competencies): self management, self awareness, social awareness, relationship skills and responsible decision making. Implementation of the core program will be explicitly taught by each grade level teacher. For student identified as needing additional support with the core competencies, the K-5 school counselor will continue small group instruction/re-teaching for the students.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2017	06/15/2018	\$3000	K-6 professional staff, counselor, administrator
K-5 IXL Mathematics 2017-2018	Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core. Students will be identified by Delta math screener and classroom unit test results.	Academic Support Program, Technology	Tier 2	Implement	09/01/2017	06/15/2018	\$1500	K-5 professional staff, computer teacher, administrator