



# **District Improvement Plan**

## **Public Schools of Petoskey**

Dr. John Scholten  
1130 Howard St  
Petoskey, MI 49770-3035

# TABLE OF CONTENTS

Introduction.....	1
<b>Improvement Plan Stakeholder Involvement</b>	
Introduction.....	3
Improvement Planning Process.....	4
<b>District Improvement Plan: 2017-18 to 2018-19</b>	
Overview.....	7
Goals Summary.....	8
Goal 1: Mathematics Proficiency for All Students K-12th.....	9
Goal 2: Reading & Writing (ELA) Proficiency for All Students K-12th.....	12
Goal 3: Science Proficiency for All Students K-12th.....	16
Goal 4: Social Studies Proficiency for All Students K-12th.....	21
Goal 5: Climate: Supporting Affective & Academic Student Growth K-12th.....	25
Activity Summary by Funding Source.....	28
Activity Summary by School.....	45

## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

Each K-12th building has its own volunteer-driven, school improvement team called the Building Teaching and Learning Council (BTLC). It is made up of teachers, paraprofessionals, support personnel, principal(s), parents/guardians (including Title I parents), etc. These improvement teams devise group norms, define and fill roles necessary to meet their goals, analyze data, review current research relevant to their goals, set or revise a direction for the upcoming school year, and take leadership roles in all stages of improvement to increase student, staff, and parent/guardian growth. Building meeting dates (primarily after school at a convenient time) and agendas are set for the year in conjunction with the district-wide calendar, minutes are recorded, and information is disseminated through many types of communication (i.e., verbal, electronic, written, etc.).

Each BTLC forms a piece of the conduit to and from the district school improvement team, called the District Teaching and Learning Council (DTLC). The DTLC follows a similar format as described above for the BTLCs, except the role of each member takes on a wider lens. The DTLC is a decision-making and monitoring unit that acts on: data-driven district goals, district assessment plans/tools, K-12th PLC targets, professional development, materials and curriculum, textbook adoption, stakeholder surveys, and communication plans/instruments so that relevant information flows to and from the DTLC to district building staff, parents/guardians, the Board of Education, and the community.

The DTLC has a chairperson and is comprised of lower, middle, and upper grade-level teachers, all building administrators, representatives from each B-TLC, the Superintendent, Board of Education members, the ISD literacy consultant, the Teaching & Learning Director, the Director of Technology, counselors, the 504/McKinney-Vento Liaison, the Special Education Director, paraprofessionals, parents, and community members. (When appropriate, the D-TLC also includes student government liaisons.) In the spring, these regular DTLC members discuss and vote on an improvement direction for the upcoming school year based upon past and future needs. Meetings are set on similar dates and times each school year and posted on the district website prior to the first day of school. All regular members have a vote, and meetings are open. All interested stakeholders are invited and encouraged to attend and have an equal voice during discussions.

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

The district school improvement team, called the District Teaching and Learning Council (DTLC) is comprised of lower, middle, and upper grade-level teachers, all building administrators, representatives from each B-TLC (including support staff, paraprofessionals, parents/guardians, etc.), the Superintendent, Board of Education members, the ISD literacy consultant, the Teaching & Learning Director, the Director of Technology, counselors, the 504/McKinney-Vento Liaison, the Special Education Director, community members, and is open to the public. (When appropriate, the D-TLC also includes student government liaisons.)

The D-TLC initiates a leadership role (through each member's voice) by studying district data. Student achievement data is mined from a variety of sources (e.g., MEAP, MME, NWEA, DIBLES, MLPP/DRA, District Writing Prompts, ACT, PLAN, EXPLORE, etc.) and is reviewed longitudinally and in a triangulated manner by grade level, district level, and associated subgroups. Likewise, there is a compilation and  
SY 2016-2017

analysis of data that includes demographics, stakeholder perception surveys, and parental/community involvement.

After gaining a perspective of the district from the present and previous years, the group determines specific needs, goals, and strategies that are appropriate to address the achievement gaps and perceptual concerns of the students, staff, and community. The District Assessment Plan is reviewed annually to obtain the most necessary, real-time information, including grade level/department common assessment plans. The comprehensive needs assessment of the district is an ongoing process throughout the school year. Therefore, this group meets approximately seven times a year with a month between each meeting date, beginning in September and ending in May. During these meetings, the D-TLC continues to review student achievement data, BTLC's progress and focus, MDE's School Improvement Process, perception data, programming (e.g., Title I, enrichment), processes (e.g., the intervention model- RtI, professional learning communities- PLCs, etc.), and resources/materials, such as textbooks and other resources. The D-TLC body is a decision-making and monitoring unit and is part of the information conduit to and from the district, buildings, parents/guardians, Board of Education, and community.

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

The final district (and building) improvement plans are available on the district and building websites. It is also kept in hard copy at the district and building levels. (Anyone may request a hard copy at any building as well.) Ongoing student data is reported through local news local media, at building/district meetings, and during presentations at Board meetings and other community forums. Primary elements of the improvement plan and annual updates are also included in our District Calendar Report. Hard-copies of the calendars are given to each family and staff member of the Public Schools of Petoskey and it is also available to the public on the district website. The calendar sections include: student achievement test data & proficiency percentages (ACT/MME/MEAP) by school/grade level/proficiency level, annual state report card status, percent of students tested on MEAP/MME, Board and administrator contact information, parent involvement information, retention/dropout/attendance rates, specialized programs, improvement progress by goal area for each building (K-12th) and the like.

# **District Improvement Plan: 2017-18 to 2018-19**



## Overview

### Plan Name

District Improvement Plan: 2017-18 to 2018-19

### Plan Description

Final 2-Years of Past 5-Year Plan

## 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	Mathematics Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$243224
2	Reading & Writing (ELA) Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$309980
3	Science Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$670251
4	Social Studies Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$530150
5	Climate: Supporting Affective & Academic Student Growth K-12th	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$55000

# Goal 1: Mathematics Proficiency for All Students K-12th

## Measurable Objective 1:

74% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state standards in Mathematics by 06/03/2019 as measured by Michigan's state assessments and supported by local and national measures of achievement..

## Strategy 1:

PLC PD & Targeted PD - Strategy Narrative:

To meet our math goal, we use Engage NY/Eureka & Glencoe Math as curriculum bases (K-8th) to support evidence-driven teaching and learning. We connect "shifts" in math practices using college & career-readiness benchmarks & MI standards of progressive math skills. This strategy will be monitored and supported through the 5D+ evaluation system & data reviews to ensure relevant PD.

PLC Professional Development:

Alignment of Curriculum to MI Content Standards & Associated Practices (Vertically & Horizontally)

Targeted Professional Development:

District, principal, & individually directed PD will be selected for specific staff members and groups based on data dialogues and evaluation protocols

Category: Mathematics

Research Cited: -DuFour, Eaker, Ranells (1992). School improvement and the art of visioning.

-Newmann, King, & Youngs, (2000). Professional development that addresses school capacity.

-Wyatt & Wiley,(2010). The development of an index of academic rigor for the SAT. NY: College Bd.

-Stepanek (2000). Mathematics and science classrooms: Building a Community of Learners.

-Hyll, Balka, & Miles (na) Visible thinking in the K-8 mathematics classroom.

-Tuley & Bell. On Cloud Nine Math Program- to develop the underlying sensory-cognitive functions.....

-School Improvement Network (2014)- Classroom management proven to increase student learning

Tier: Tier 1

Activity - PLC Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

## District Improvement Plan

Public Schools of Petoskey

PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards & Practices-  1. Mapping Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (All 5D+) 2. Tier II Core Vocabulary (5D+ CP2,5) 3. Performance Tasks (5D+ P3)  Schools: All Schools	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$80050	Title II Part A, General Fund	Building & District Administrators ISD Consultants Teacher Teams
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Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Targeted Professional Development: PD Targeted for Specific Teachers or Groups-  1. Reading Apprenticeship (RA/RAD)- 4-12th (All 5D+) 2. Use of Illuminate (Academic & Behavior) (5D+ A1-5) 3. Growth Mindsets & Perseverance (5D+ CEC4&5) 4. Math Interventionist/Coach (All 5D+) 5. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4) 6. 6-8th Glencoe Math Training (5D+ P1-5) 7. K-5th EngageNY/Eureka Math Training (5D+ P1-5) 8. Evidence-Based Core Instruction (5D+ CP2,5) 9. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC) 10. Directed per Evals: Student Targets & Student Self-Assessment (5D+ A1-5/P1,4,5) 12. Teacher Content Specialization (5D+ CP2&3) 13. Technology-Supported Learning (5D+ CP5) 14. Classroom Management (5D+ CEC1-3) 15. ELL/DLL Evidence-Based Practices (5D+ CP5) 16. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)  Schools: All Schools	Professional Learning	Tier 1	Implement	09/05/2016	06/03/2019	\$5000	Title II Part A	Administrators Teachers Teaching and Learning Director

### Strategy 2:

Data-Driven Interventions - Strategy Narrative:

District improvement teams progress monitor achievement (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MLSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in Tiered interventions that include practice sites (e.g., IXL, TimezAttack, Zearn, Grad Point, OdysseyWare,), push-in/pull-outs, tablet apps, & evidence-based learning extensions. This is monitored and through 5D+, data dialogues, and home-school connections.

Data-Driven Interventions: Strengthen Academic & Behavioral Supports & Services

## District Improvement Plan

Public Schools of Petoskey

Category: Mathematics

Research Cited: -Stiggins (2005). Assessment FOR learning: Building a culture of confident learners.

-Shute, Graf, & Hansen (2006). Designing adaptive, diagnostic math assessments....

-Baker (2007). A synthesis of empirical research on teaching mathematics to low-achieving students.

-Torgerson, Porthouse, Brooks, (2005). A systematic review...adult literacy and numeracy.

Tier: Tier 2

Activity - Tiered Supports and Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL Models (K-5th) (5D+ CEC1-5)</li> <li>9. Math Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Implement	06/11/2015	06/03/2019	\$153833	Section 31a, Title I Part A, General Fund	Teachers Paraprofessionals District/Building Administrators

### Strategy 3:

Engagement - Strategy Narrative:

Parents/Guardians are vital to their students' academic achievement and success. Through an open and accepting climate, staff members encourage/support home-school learning via family learning opportunities, communication, growth mindset applications, and avenues for active involvement in their students' education without cultural, social, economic, or other potential barriers.

Engagement: Increase student and family engagement

Category: Mathematics

SY 2016-2017

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**District Improvement Plan**

Public Schools of Petoskey

Research Cited: -Shaver, A., & Walls, R. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. Journal of Research & Development in Education, Vol 31(2), 90-97.

-Yan, W. & Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. The Journal of Educational Research, Vol. 99 (2). 116-127.

-Lee, S. & Bowen, N. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. American Educational Research Journal. Vol. 43(2). 193-218.

-Shumow, L, & Schmidt. J. (Dec. 2014/Jan. 2015). Teaching the value of science (Stem for All). Educational Leadership. Vol. 72. 62-67.

Tier: Tier 1

Activity - Educational Team Members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-  1. Growth Mindsets & Power of Failure (5D+ A5) 2. Full Value Agreement (FVA) (5D+ A5) 3. Student Talk (5D+ SE1-5) 4. RA/RAD (All 5D+) 5. Active (Ownership of) Learning (5D+SE2/CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Stakeholder Communication (5D+ PCC2,5) 8. Family Nights/School Functions (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums (All 5D+) 10. Student & Family Support Services (Alcona Health Services & Other Community Agencies) (5D+ PCC1-2)  Schools: All Schools	Parent Involvement	Tier 1	Implement	06/11/2015	06/03/2019	\$4341	Title I Part A, General Fund	Teachers Paraprofessionals District/Building Administrators

**Goal 2: Reading & Writing (ELA) Proficiency for All Students K-12th**

**Measurable Objective 1:**

83% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state reading standards in English Language Arts by 06/03/2019 as measured by Michigan assessments and supported by local and national measures of achievement..

**Strategy 1:**

PLC PD & Targeted PD - Reading Goal = 83% (2019) & Writing Goal 77% (2019)

## District Improvement Plan

Public Schools of Petoskey

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### Strategy Narrative:

To meet our ELA goal, we use Treasures, Lucy Calkins, & MAISA Units to support evidence-driven teaching and learning. We connect "shifts" in ELA practices using college & career-readiness benchmarks & MI standards of progressive ELA skills. This strategy will be monitored and supported through the 5D+ evaluation system & data reviews to ensure relevant PD.

PLC Professional Development- Alignment of Curriculum to MI Content Standards & Associated Practices (Vertically & Horizontally)

Targeted Professional Development- Directed for specific staff members and groups based on data dialogues and evaluation protocols

Category: English/Language Arts

Research Cited: - Becker, W. C. (1977). Teaching reading and language to the disadvantaged—What we have learned from field research. Harvard Educational Review, 47, 518–543.

- Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: Alliance for Excellent Education.

- Butler, Urrutia, Buenger, & Hunt (2010). A review of the current research on comprehension instruction. National Reading Technical Assistance Center.

-Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD.

-Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.

-Fielding & Barnsley (1997). Explicit instruction.

- Bialack (2008). Collaborative action research: The daily five.

- Marzano, R. (2013). Vocabulary for the common core & (2010). The highly engaged classroom.

Tier: Tier 1

Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Literacy Interventionist/Coach (All 5D+)</li> <li>2. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>3. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>4. Growth Mindsets &amp; Perseverance (5D+ CP1-5)</li> <li>5. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>6. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>7. Lucy Calkins Writing (K-5th) (5D+CP1-5)</li> <li>8. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>9. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>10. Early literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, &amp; Comprehension (Retell, Summarize, Infer) (5D+ CP1-5 &amp; A1-5)</li> <li>11. Individual Literacy Improvement Plans</li> <li>12. Parent Read @Home Plans</li> <li>13. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>14. Technology-Supported Learning (5D+ CP5)</li> <li>15. Classroom Management (5D+ CEC1-3)</li> <li>16. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>17. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/01/2017	\$120400	General Fund	Teachers Paraprofessionals Building and District Administrators
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Activity - PLC Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. Performance Tasks (5D+ P3)</li> </ol> <p>Schools: All Schools</p>	Professional Learning	Tier 1		09/01/2017	06/14/2019	\$15000	Title II Part A	Admin Teachers

### Strategy 2:

Data-Driven Interventions - Strategy Narrative:

Student achievement is progress monitored (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MLSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in Tiered interventions that include practice sites (e.g., IXL) push-in/pull-outs, tablet apps, & evidence-based



## District Improvement Plan

Public Schools of Petoskey

learning extensions. This is monitored and through 5D+, data dialogues, and home-school connections.

### Data-Driven Interventions: Strengthen Academic & Behavioral Supports & Services

Category: English/Language Arts

Research Cited: -Duffy, G., & Roehler, L. (1987, January 1). Teaching reading skills as strategies. *Reading Teacher*, 40(4), 414-18.

-Guthrie, J., Wigfield, A., Barbosa, P., Perencevich, K., Taboada, A., Davis, M., et al. (2004, September 1). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. *Journal of Educational Psychology*, 96(3), 403-423.

-Hall, K., Sabey, B., & McClellan, M. (2005, July 1). Expository text comprehension: Helping primary grade teachers use expository texts to full advantage. *Reading Psychology: An International Quarterly*, 26(3), 211-234.

-Jongseong, J., Gaffney, J., & Choi, J. (2010). Availability and use of informational texts in 2nd, 3rd, & 4th grade classrooms.

-Szymusiak, K., Sibberson, F. & Koch, L. (2008). Beyond leveled books.

-Boushey, G & Moser, J. (2006) The daily five.

Tier: Tier 2

Activity - Tiered Supports and Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. ELA Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	06/11/2015	06/03/2019	\$170033	Section 31a, General Fund, Title I Part A	Teachers Paraprofessionals District/BUILDING Administrators

## District Improvement Plan

Public Schools of Petoskey

### Strategy 3:

Engagement - Strategy Narrative:

It is important that families are encouraged to attend district functions. Observing and appraising the impact of family involvement are accomplished through perception surveys, observing, listening, 5D+, student progress, and improvement meetings.

Engagement: Increase student and family engagement

Category: English/Language Arts

Research Cited: -Topping, K. & Wolfendale, S. (1985). Parental involvement in children's reading. Nichols Publishing Company: NY, NY

-LeFevre, M. (2003). Parental involvement in the development of children's reading skill: A five-year longitudinal study. Child Development. Vol. 73 (2). 445-460.

-Hewison, J. (1988). The long term effectiveness of parental involvement in reading: A follow-up to the Haringey Reading Project. English Journal of Educational Psychology. Vol. 58 (2). 184-190.

Tier: Tier 1

Activity - Educational Team Members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting- 1. Growth Mindsets & Stamina (5D+ CEC4&5) 2. Full Value Agreement (FVA) (5D+ CEC4&5) 3. Student Talk (5D+ SE1-5) 4. RA/RAD (All 5D+) 5. Active (Ownership of) Learning (5D+SE2/CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Stakeholder Communication (5D+ PCC2,5) 8. Family Nights/School Functions (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums (All 5D+) 10. Student & Family Support Services (Alcona Health Services & Other Community Agencies) (5D+ PCC1-2)	Parent Involvement	Tier 2	Monitor	06/11/2015	06/03/2019	\$4547	General Fund, Title I Part A	Teachers Paraprofessionals Support Staff Building/District Administrators
Schools: All Schools								

## Goal 3: Science Proficiency for All Students K-12th

**Measurable Objective 1:**

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state standards in Science by 06/03/2019 as measured by Michigan assessments and supported by local and national measures of achievement.

**Strategy 1:**

PLC PD & Targeted PD - Strategy Narrative:

To meet our science goal, we use MI Content Standards and the integrated practices to guide our teaching and learning. This strategy will be monitored and supported through the 5D+ evaluation system & data reviews to ensure relevant PD.

PLC Professional Development: Alignment of Curriculum to MI Content Standards & Associated Practices (Vertically & Horizontally)

Targeted Professional Development: Directed for specific staff members and groups based on data dialogues and evaluation protocols

Category: Science

Research Cited: -National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012.

- Logran & Wallace, Editors. (2003). Leadership and professional development in science: New possibilities for enhancing teacher learning.
- Nuthall (1999). The way students learn: Acquiring knowledge from an integrated science and social studies unit.
- Cochran, K. (1997, January). Pedagogical content knowledge: Teacher's integration of subject matter, pedagogy, students, and learning environments. National Association for Research in Science Teaching.
- Loucks-Horsley, Love, Stiles, Mundry, & Hewson. (2003). Designing professional development for teachers of science and mathematics.
- Marzano, R. (2013). Vocabulary for the common core & (2010) The highly engaged classroom.
- Fairweather, J. (n.d.) Linking evidence and promising practices in science, technology, engineering, and mathematics (STEM) undergraduate education: A status report for the National Academies National Research Council Board of Science Education. -
- Museus, S. D., Palmer, R. T., Davis, R. J., & Maramba, D.C. (2011) Special Issue: Racial and ethnic minority students' success in STEM Education. ASHE Higher Education Report.
- Basham, J. D. & Marino, M. T. (Mar/April 2013). Understanding STEM education and supporting students through universal design for learning. Teaching Exceptional Children.
- Anguilar, E. (2013). How coaching can impact teachers, principals, and students. Edutopia. This article begins with the need that educators need more "knowledge, skills, and practice after they enter the profession."

Tier: Tier 1

## District Improvement Plan

Public Schools of Petoskey

Activity - Targeted Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>2. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>3. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>4. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>5. Evidence-based Core Instruction (5D+ CP2,5)</li> <li>6. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>7. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>8. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>9. Technology-Supported Learning (5D+ CP5)</li> <li>10. Classroom Management (5D+ CEC1-3)</li> <li>11. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>12. Engineering, Inquiry, &amp; Modeling (5D+ P1-5)</li> <li>13. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$131031	General Fund, Title II Part A	Teachers Paraprofessionals District/Building Administrators

Activity - PLC Professional Development-	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. STEM/STEAM Learning Connections (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3)</li> <li>4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</li> <li>5. Performance Tasks (5D+ P3)</li> </ol> <p>Schools: All Schools</p>	Professional Learning	Tier 1		09/01/2017	06/14/2019	\$15000	Title II Part A	Admin Teachers

### Strategy 2:

Data-Driven Interventions - Strategy Narrative:

District improvement teams progress monitor achievement (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MLSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in Tiered interventions. This is monitored and through 5D+, data dialogues, and home-school connections.

Data-Driven Interventions: Strengthen Academic & Behavioral Supports & Services

Category: Science

Research Cited: -Snow, D. (2003 ). Noteworthy perspectives: Classroom strategies for helping at-risk students. McREL.

-Barley, Z., Lauer, P. A., Arens, S. A., Apthorp, H. S., Englert, K. S., Snow, D., & Akiba, M. (2002). Helping at-risk students meet standards: A synthesis of evidence-based classroom practices (REL Deliverable #2002-20). Aurora, CO: Mid-continent Research for Education and Learning.

-Jakupcak, J., Rushton, R., Jakupcak, M., & Lundt, J. (1996). Inclusive education. *The Science Teacher*, 63(5), 40–43.

-Hooper, S., & Hannafin, M. J. (1988). Cooperative learning at the computer: Ability based strategies for implementation. Paper presented at the annual meeting of the Association for Educational Communications and Technology, New Orleans, LA. (ERIC Document Reproduction Service No. ED295647).

- Welch, M., Richards, G., Okada, T., Richards, J., & Prescott, S. (1995). A consultation and paraprofessional pull-in system of service delivery: A report on student outcomes and teacher satisfaction. *Remedial and Special Education*, 16(1), 16–28.

-Fantuzzo, J. W., Polite, K., & Grayson, N. (1990). An evaluation of reciprocal peer tutoring across elementary school settings. *Journal of School Psychology*, 28(4), 309–323.

-Bailey, T. E. (1991). The effect of computer-assisted instruction in improving mathematics performance of low-achieving ninth-grade students (remediation).

Dissertation Abstracts International, 52(11A), 3849.

-Dungan, S. A. P. (1990). The relationship between computer-assisted instruction and the academic gains of selected elementary students in a rural school district.

Dissertation Abstracts International, 51(10A), 3315.

Tier: Tier 2

Activity - Tiered Supports & Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Public Schools of Petoskey

<p>Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. STEM/STEAM Coach/Interventionist (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	06/01/2016	06/03/2019	\$113920	Title I Part A, General Fund, Section 31a	Teachers Paraprofessionals Building/District Administrators
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### Strategy 3:

Engagement - Strategy Narrative:

Through an open and accepting climate, staff members encourage/support home-school learning via family learning opportunities, communication, growth mindset applications, and avenues for active involvement in their students' education without cultural, social, economic, or other potential barriers.

Engagement: Increase student and family engagement

Category: Science

Research Cited: -Luke, S. (2010, October). The power of strategy instruction. National Dissemination Center for Children with Disabilities.

-Kanold (2006). The continuous improvement wheel of a professional learning community.

-DuFour. R. & Eacker, R. (1998). Professional learning communities at work.

-Schmoker, M. (1999). Results: The key to continuous school improvement. ASCD.

-Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning, ASCD.

-Marzano, R. & Simms, J. (2013). Coaching classroom instruction. ASCD.

Tier: Tier 1

Activity - Educational Team Members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Public Schools of Petoskey

Educational Engagement Teams & Families Work Together to Support Learning by Promoting-  1. Growth Mindsets & Effort (5D+ CEC4&5) 2. Full Value Agreement (FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk (5D+ SE1-5) 5. Active (Ownership of) Learning (5D+SE2/CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Stakeholder Communication (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums (All 5D+) 9. Student & Family Support Services (Alcona Health Services & Other Community Agencies) (5D+ PCC1-2)  Schools: All Schools	Implementa tion	Tier 1	Implement	06/11/2015	06/03/2019	\$410300	Title II Part A, General Fund	Teachers Paraprofes sionals Building/Dis trict Administrat ors
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## Goal 4: Social Studies Proficiency for All Students K-12th

### Measurable Objective 1:

75% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state standards in Social Studies by 06/03/2019 as measured by Michigan assessments (MEAP/MME) and supported by local and national measures of achievement.

### Strategy 1:

PLC PD & Targeted PD - Strategy Narrative:

To meet our Soc. St. goal, we use MI Content Standards and the C3 Framework to guide our teaching and learning. This strategy will be monitored and supported through the 5D+ evaluation system & data reviews to ensure relevant PD.

PLC Professional Development- Alignment of Curriculum to MI Content Standards & the C3 Framework (Vertically & Horizontally)

Targeted Professional Development- Directed for specific staff members and groups based on data dialogues and evaluation protocols

Category: Social Studies

Research Cited: - Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: Alliance for Excellent Education.

- Kuh, G. (2001). Assessing what really matters to students learning. Inside the National survey of student engagement. The Magazine of Higher Learning. 33, 10-17.

- Simkins, M., Cole, K., Tavalin, F., & Means, B. (2002). Making a real-world connection. Increasing Student Learning through Multimedia Projects, chapter 3. ASCD.

-Dellario, T. E. (1987). The effects of computer-assisted instruction in basic skills courses on high-risk ninth-grade students. Dissertation Abstracts International, 48(04A), 0892.

## District Improvement Plan

Public Schools of Petoskey

-Jenkins, J. R., Jewell, M., Leicester, N., Jenkins, L., & Troutner, N. M. (1991). Development of a school building model for educating students with handicaps and at-risk students in general education classrooms. *Journal of Learning Disabilities*, 24(5), 311–320.

-Johnson, J. (1987). Adaptation of curriculum, instructional methods, and materials component: Instructional aide program. Final evaluation report. Columbus, OH: Columbus Public Schools.

- WestEd. (2010-2015). Project READ. <https://readingapprenticeship.org/current-projects/project-read/>.

Tier: Tier 1

Activity - PLC Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. C3 Framework Dimensions (5D+ CP1-5 &amp; P1-5)</li> </ol> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$47150	Title II Part A, General Fund	Teachers Paraprofessionals District/Building Administrators

Activity - Targeted Professional Development-	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Literacy Interventionist/Coach (All 5D+)</li> <li>2. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>3. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>4. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>5. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>6. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>7. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>8. New MI SS Content Standards &amp; C3 Framework (5D+ P1-5)</li> <li>9. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>10. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>11. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>12. Technology-Supported Learning (5D+ CP5)</li> <li>13. Classroom Management (5D+ CEC1-3)</li> <li>14. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	06/14/2019	06/14/2019	\$15000	Title II Part A	Admin Teachers



## District Improvement Plan

Public Schools of Petoskey

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### Strategy 2:

Data-Driven Interventions - Strategy Narrative:

Student achievement is progress monitored (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MLSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in Tiered interventions

Data-Driven Interventions: Strengthen Academic & Behavioral Supports & Services

Category: Social Studies

Research Cited: -Snow, D. (2003 ). Noteworthy perspectives: Classroom strategies for helping at-risk students. McREL.

-Barley, Z., Lauer, P. A., Arens, S. A., Apthorp, H. S., Englert, K. S., Snow, D., & Akiba, M. (2002). Helping at-risk students meet standards: A synthesis of evidence-based classroom practices (REL Deliverable #2002-20). Aurora, CO: Mid-continent Research for Education and Learning.

-Hooper, S., & Hannafin, M. J. (1988). Cooperative learning at the computer: Ability based strategies for implementation. Paper presented at the annual meeting of the Association for Educational Communications and Technology, New Orleans, LA. (ERIC Document Reproduction Service No. ED295647).

-Welch, M., Richards, G., Okada, T., Richards, J., & Prescott, S. (1995). A consultation and paraprofessional pull-in system of service delivery: A report on student outcomes and teacher satisfaction. Remedial and Special Education, 16(1), 16–28.

-Johnson, J. (1987). Adaptation of curriculum, instructional methods, and materials component: Instructional aide program. Final evaluation report. Columbus, OH: Columbus Public Schools.

Tier: Tier 2

Activity - Tiered Supports & Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. Literacy Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol> <p>Schools: All Schools</p>	Academic Support Program	Tier 2	Monitor	06/03/2016	06/03/2019	\$68000	Section 31a, General Fund, Title I Part A	Teachers Paraprofessionals Building Administrators
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### Strategy 3:

Engagement - Strategy Narrative:

Parents/Guardians are vital to their students' academic achievement and success. Through an open and accepting climate, staff members encourage/support home-school learning via family learning opportunities, communication, growth mindset applications, and avenues for active involvement in their students' education without cultural, social, economic, or other potential barriers.

Engagement: Increase student and family engagement

Category: Social Studies

Research Cited: -Luke, S. (2010, October). The power of strategy instruction. National Dissemination Center for Children with Disabilities.

-Kanold (2006). The continuous improvement wheel of a professional learning community.

-DuFour. R. & Eacker, R. (1998). Professional learning communities at work.

-Schmoker, M. (1999). Results: The key to continuous school improvement. ASCD.

-Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning, ASCD.

Tier: Tier 1

Activity - Educational Team Members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Public Schools of Petoskey

<p>Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Equity (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. RA (All 5D+)</li> <li>4. Student Talk (5D+ SE1-5)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>9. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol> <p>Schools: All Schools</p>	Implementa tion	Tier 1	Implement	06/03/2016	06/03/2019	\$400000	General Fund	Teachers Paraprofes sionals Building/District Administrat ors
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## Goal 5: Climate: Supporting Affective & Academic Student Growth K-12th

### Measurable Objective 1:

75% of Bottom 30% students will demonstrate a proficiency increase (by 1% or more a year beginning Sept. 5th, 2016) in Reading by 06/03/2019 as measured by state and nationally-normed tests.

### Strategy 1:

Increase Engagement & Supports for Economically Disadvantaged Youth - Supporting Academic, Social-Emotional, Health, and McKinney Needs:

The district will provide a variety of support systems that are specifically designed to meet the needs of students identified as "at risk" due to poverty/economic disadvantages. These supports include areas beyond TIER I interventions. These include interventions such as specific scaffolds for health care (physical or mental), trauma, homelessness, lack of regular schooling, environment, stress, economic hardship, abuse, and academic difficulties.

Category: Learning Support Systems

Research Cited: - Morsy and Rothstein (2015). Five social disadvantages that depress student performance: Why schools alone can't close achievement gaps.

Economic Policy Institute.

- Terzian, M., Moore, K., & Hamilton, K (2009). Effective and promising summer learning programs and approaches for economically-disadvantaged children and youth.

A white paper commissioned by the Wallace Foundation.

- Dweck, C. (2015). Carol Dweck Revisits the 'Growth Mindset.' Education Week. <http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>.

Tier: Tier 2

Activity - Wrap-Around Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## District Improvement Plan

Public Schools of Petoskey

<p>Wrap-Around Services-</p> <p>This includes district and community resources that work as a team to support a student or family. It may mean that a child receives extended learning opportunities, accesses to credit recovery labs, time for 1-on-1 assistance, a smaller learning environment, supports in the classroom from paraprofessionals/tutors is connected to the Health Department/Community Action Agency/local health-care providers/Community Mental Health, is part of a collaborative mental health system with Alcona Health Care System, has access to additional Charlevoix-Emmet ISD resources.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Teacher Collaboration, Academic Support Program, Behavioral Support Program, Community Engagement, Direct Instruction, Supplemental Materials, Parent Involvement</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$20000</p>	<p>Section 31a</p>	<p>Teachers Paraprofessionals Counselors Administrators Community Partners</p>
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Understanding Poverty (5D+ SE3,4)</li> <li>2. Supporting Students with Trauma (5D+ SE3,4)</li> <li>3. Hope/Mindfulness (5D+ SE3,4)</li> <li>4. Strength of Growth Mindsets (5D+ CEC4&amp;5)</li> <li>5. Relationship Building (5D+ CEC4,5)</li> <li>6. PBIS/SEL Supports (5D+ CEC1-5)</li> <li>7. Belonging- Positive Classroom Climate &amp; Culture (CEC1-5)</li> <li>8. ELL/DLL Supports for Students &amp; Families (5D+ CP5)</li> </ol> <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$20000</p>	<p>General Fund</p>	<p>Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)</p>

Activity - Student Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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**District Improvement Plan**

Public Schools of Petoskey

<p>Student Supports-</p> <ol style="list-style-type: none"> <li>1. District Teams (Building &amp; Alcona Health) (5D+ PCC1-2)</li> <li>2. Adult Mentors &amp; Peer-to-Peer Links (5D+ CEC 4)</li> <li>3. MLSS (Academic/Behavioral) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>4. Active Learning (5D+SE2/CEC5)</li> <li>5. District-Wide PBIS/SEL Supports (K-5th) (5D+ CEC1-5)</li> <li>6. Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5)</li> <li>7. Credit Recovery Programs (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>8. Summer School &amp; Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>9. Community Agencies /Service Connections (5D+ PCC1-2)</li> <li>10. State &amp; Federal Providers (McKinney-Vento) (5D+ PCC1-5)</li> </ol> <p>Schools: All Schools</p>	<p>Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$15000</p>	<p>Title II Part A</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Educational Team Members	Educational Engagement Teams & Families Work Together to Support Learning by Promoting- 1. Growth Mindsets & Equity (5D+ CEC4&5) 2. Full Value Agreement (FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk (5D+ SE1-5) 5. Active (Ownership of) Learning (5D+SE2/CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Stakeholder Communication (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums (All 5D+) 9. Student & Family Support Services (Alcona Health Services & Other Community Agencies) (5D+ PCC1-2)	Implementation	Tier 1	Implement	06/03/2016	06/03/2019	\$400000	Teachers Paraprofessionals Building/District Administrators
PLC Professional Development	PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards & Practices-  1. Mapping Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (All 5D+) 2. Tier II Core Vocabulary (5D+ CP2,5) 3. Performance Tasks (5D+ P3)	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$75250	Building & District Administrators ISD Consultants Teacher Teams

**District Improvement Plan**

Public Schools of Petoskey

<p>Tiered Supports &amp; Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. Literacy Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$35000</p>	<p>Teachers Paraprofessionals Building Administrators</p>
<p>Tiered Supports and Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. ELA Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$10000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Power of Failure (5D+ A5)</li> <li>2. Full Value Agreement (FVA) (5D+ A5)</li> <li>3. Student Talk (5D+ SE1-5)</li> <li>4. RA/RAD (All 5D+)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. Family Nights/School Functions (5D+ PCC2)</li> <li>9. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>10. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$4124</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>Professional Development</p>	<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Understanding Poverty (5D+ SE3,4)</li> <li>2. Supporting Students with Trauma (5D+ SE3,4)</li> <li>3. Hope/Mindfulness (5D+ SE3,4)</li> <li>4. Strength of Growth Mindsets (5D+ CEC4&amp;5)</li> <li>5. Relationship Building (5D+ CEC4,5)</li> <li>6. PBIS/SEL Supports (5D+ CEC1-5)</li> <li>7. Belonging- Positive Classroom Climate &amp; Culture (CEC1-5)</li> <li>8. ELL/DLL Supports for Students &amp; Families (5D+ CP5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$20000</p>	<p>Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)</p>



**District Improvement Plan**

Public Schools of Petoskey

Tiered Supports and Services	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL Models (K-5th) (5D+ CEC1-5)</li> <li>9. Math Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	Academic Support Program	Tier 2	Implement	06/11/2015	06/03/2019	\$10270	Teachers Paraprofessionals District/Building Administrators
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## District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Literacy Interventionist/Coach (All 5D+)</li> <li>2. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>3. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>4. Growth Mindsets &amp; Perseverance (5D+ CP1-5)</li> <li>5. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>6. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>7. Lucy Calkins Writing (K-5th) (5D+CP1-5)</li> <li>8. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>9. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>10. Early literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, &amp; Comprehension (Retell, Summarize, Infer) (5D+ CP1-5 &amp; A1-5)</li> <li>11. Individual Literacy Improvement Plans</li> <li>12. Parent Read @Home Plans</li> <li>13. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>14. Technology-Supported Learning (5D+ CP5)</li> <li>15. Classroom Management (5D+ CEC1-3)</li> <li>16. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>17. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/01/2017</p>	<p>\$120400</p>	<p>Teachers Paraprofessionals Building and District Administrators</p>
<p>Educational Team Members</p>	<p>Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Effort (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. RA (All 5D+)</li> <li>4. Student Talk (5D+ SE1-5)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>9. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$410000</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Stamina (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. Student Talk (5D+ SE1-5)</li> <li>4. RA/RAD (All 5D+)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. Family Nights/School Functions (5D+ PCC2)</li> <li>9. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>10. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$4000</p>	<p>Teachers Paraprofessionals Support Staff Building/District Administrators</p>
<p>Tiered Supports &amp; Services</p>	<p>Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. STEM/STEAM Coach/Interventionist (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$10361</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. C3 Framework Dimensions (5D+ CP1-5 &amp; P1-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$45150</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

Targeted Professional Development	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>2. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>3. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>4. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>5. Evidence-based Core Instruction (5D+ CP2,5)</li> <li>6. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>7. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>8. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>9. Technology-Supported Learning (5D+ CP5)</li> <li>10. Classroom Management (5D+ CEC1-3)</li> <li>11. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>12. Engineering, Inquiry, &amp; Modeling (5D+ P1-5)</li> <li>13. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$60200	Teachers Paraprofessionals District/Building Administrators
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### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Professional Development-	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. STEM/STEAM Learning Connections (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3)</li> <li>4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</li> <li>5. Performance Tasks (5D+ P3)</li> </ol>	Professional Learning	Tier 1		09/01/2017	06/14/2019	\$15000	Admin Teachers

**District Improvement Plan**

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Reading Apprenticeship (RA/RAD)- 4-12th (All 5D+)</li> <li>2. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>3. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>4. Math Interventionist/Coach (All 5D+)</li> <li>5. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>6. 6-8th Glencoe Math Training (5D+ P1-5)</li> <li>7. K-5th EngageNY/Eureka Math Training (5D+ P1-5)</li> <li>8. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>9. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>10. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>12. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>13. Technology-Supported Learning (5D+ CP5)</li> <li>14. Classroom Management (5D+ CEC1-3)</li> <li>15. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>16. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$5000</p>	<p>Administrators Teachers Teaching and Learning Director</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. C3 Framework Dimensions (5D+ CP1-5 &amp; P1-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$2000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

Targeted Professional Development-	Targeted Professional Development: PD Targeted for Specific Teachers or Groups-  PD Targeted for Specific Teachers or Groups- 1. Literacy Interventionist/Coach (All 5D+) 2. Reading Apprenticeship (RA)- 4-12th (All 5D+) 3. Use of Illuminate (Academic & Behavior) (5D+ A1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5) 5. ELL/DLL Evidence-Based Practices (5D+ CP5) 6. Evidence-Based Core Instruction (5D+ CP2,5) 7. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4) 8. New MI SS Content Standards & C3 Framework (5D+ P1-5) 9. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC) 10. Directed per Evals: Student Targets & Student Self-Assessment (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Technology-Supported Learning (5D+ CP5) 13. Classroom Management (5D+ CEC1-3) 14. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)	Professional Learning	Tier 1	Implement	06/14/2019	06/14/2019	\$15000	Admin Teachers
PLC Professional Development	PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards & Practices-  1. Mapping Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (All 5D+) 2. Tier II Core Vocabulary (5D+ CP2,5) 3. Performance Tasks (5D+ P3)	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$4800	Building & District Administrators ISD Consultants Teacher Teams
PLC Professional Development	PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards & Practices-  1. Mapping Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (All 5D+) 2. Tier II Core Vocabulary (5D+ CP2,5) 3. Performance Tasks (5D+ P3)	Professional Learning	Tier 1		09/01/2017	06/14/2019	\$15000	Admin Teachers

**District Improvement Plan**

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Effort (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. RA (All 5D+)</li> <li>4. Student Talk (5D+ SE1-5)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>9. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$300</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>2. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>3. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>4. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>5. Evidence-based Core Instruction (5D+ CP2,5)</li> <li>6. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>7. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>8. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>9. Technology-Supported Learning (5D+ CP5)</li> <li>10. Classroom Management (5D+ CEC1-3)</li> <li>11. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>12. Engineering, Inquiry, &amp; Modeling (5D+ P1-5)</li> <li>13. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$70831</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

**District Improvement Plan**

Public Schools of Petoskey

Student Supports	Student Supports- 1. District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. MLSS (Academic/Behavioral) (5D+ CP4-5, SE3-4, CEC4-5) 4. Active Learning (5D+SE2/CEC5) 5. District-Wide PBIS/SEL Supports (K-5th) (5D+ CEC1-5) 6. Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Credit Recovery Programs (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Summer School & Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 9. Community Agencies /Service Connections (5D+ PCC1-2) 10. State & Federal Providers (McKinney-Vento) (5D+ PCC1-5)	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Monitor	09/05/2016	06/03/2019	\$15000	Administrators Teachers RA Personnel/ Trainers Char-Em ISD
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**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 Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports &amp; Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. Literacy Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$20500</p>	<p>Teachers Paraprofessionals Building Administrators</p>
<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Power of Failure (5D+ A5)</li> <li>2. Full Value Agreement (FVA) (5D+ A5)</li> <li>3. Student Talk (5D+ SE1-5)</li> <li>4. RA/RAD (All 5D+)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. Family Nights/School Functions (5D+ PCC2)</li> <li>9. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>10. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$217</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Stamina (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. Student Talk (5D+ SE1-5)</li> <li>4. RA/RAD (All 5D+)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. Family Nights/School Functions (5D+ PCC2)</li> <li>9. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>10. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$547</p>	<p>Teachers Paraprofessionals Support Staff Building/District Administrators</p>
<p>Tiered Supports and Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Paraprofessionals (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. ELA Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$64757</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

**District Improvement Plan**

Public Schools of Petoskey

<p>Tiered Supports and Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL Models (K-5th) (5D+ CEC1-5)</li> <li>9. Math Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$70023</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>Tiered Supports &amp; Services</p>	<p>Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. STEM/STEAM Coach/Interventionist (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$40239</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>

**District Improvement Plan**

Public Schools of Petoskey

**Section 31a**

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tiered Supports and Services	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL Models (K-5th) (5D+ CEC1-5)</li> <li>9. Math Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	Academic Support Program	Tier 2	Implement	06/11/2015	06/03/2019	\$73540	Teachers Paraprofessionals District/Building Administrators

## District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. ELA Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$95276</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>Wrap-Around Services</p>	<p>Wrap-Around Services-</p> <p>This includes district and community resources that work as a team to support a student or family. It may mean that a child receives extended learning opportunities, accesses to credit recovery labs, time for 1-on-1 assistance, a smaller learning environment, supports in the classroom from paraprofessionals/tutors is connected to the Health Department/Community Action Agency/local health-care providers/Community Mental Health, is part of a collaborative mental health system with Alcona Health Care System, has access to additional Charlevoix-Emmet ISD resources.</p>	<p>Professional Learning, Teacher Collaboration, Academic Support Program, Behavioral Support Program, Community Engagement, Direct Instruction, Supplemental Materials, Parent Involvement</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$20000</p>	<p>Teachers Paraprofessionals Counselors Administrators Community Partners</p>

**District Improvement Plan**

Public Schools of Petoskey

<p>Tiered Supports &amp; Services</p>	<p>Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. STEM/STEAM Coach/Interventionist (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$63320</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
<p>Tiered Supports &amp; Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. Literacy Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$12500</p>	<p>Teachers Paraprofessionals Building Administrators</p>

## 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
PLC Professional Development	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. Performance Tasks (5D+ P3)</li> </ol>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$80050	Building & District Administrators ISD Consultants Teacher Teams
Targeted Professional Development	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Literacy Interventionist/Coach (All 5D+)</li> <li>2. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>3. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>4. Growth Mindsets &amp; Perseverance (5D+ CP1-5)</li> <li>5. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>6. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>7. Lucy Calkins Writing (K-5th) (5D+CP1-5)</li> <li>8. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>9. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>10. Early literacy: Phonemic Awareness, Phonics, Fluency, Vocabulary, &amp; Comprehension (Retell, Summarize, Infer) (5D+ CP1-5 &amp; A1-5)</li> <li>11. Individual Literacy Improvement Plans</li> <li>12. Parent Read @Home Plans</li> <li>13. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>14. Technology-Supported Learning (5D+ CP5)</li> <li>15. Classroom Management (5D+ CEC1-3)</li> <li>16. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>17. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	Professional Learning	Tier 1	Implement	06/11/2015	06/01/2017	\$120400	Teachers Paraprofessionals Building and District Administrators

## District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>2. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>3. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>4. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>5. Evidence-based Core Instruction (5D+ CP2,5)</li> <li>6. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>7. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>8. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>9. Technology-Supported Learning (5D+ CP5)</li> <li>10. Classroom Management (5D+ CEC1-3)</li> <li>11. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>12. Engineering, Inquiry, &amp; Modeling (5D+ P1-5)</li> <li>13. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$131031</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. C3 Framework Dimensions (5D+ CP1-5 &amp; P1-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$47150</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>



## District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Parapros (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL Models (K-5th) (5D+ CEC1-5)</li> <li>9. Math Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$153833</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Power of Failure (5D+ A5)</li> <li>2. Full Value Agreement (FVA) (5D+ A5)</li> <li>3. Student Talk (5D+ SE1-5)</li> <li>4. RA/RAD (All 5D+)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. Family Nights/School Functions (5D+ PCC2)</li> <li>9. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>10. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$4341</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

**District Improvement Plan**

Public Schools of Petoskey

<p>Tiered Supports and Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Paraprofessionals (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. ELA Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$170033</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Stamina (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. Student Talk (5D+ SE1-5)</li> <li>4. RA/RAD (All 5D+)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. Family Nights/School Functions (5D+ PCC2)</li> <li>9. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>10. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$4547</p>	<p>Teachers Paraprofessionals Support Staff Building/District Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports &amp; Services</p>	<p>Teams of Support-Service Providers (e.g., PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Provide Services to Meet Student Needs-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Paraprofessionals (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. STEM/STEAM Coach/Interventionist (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$113920</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
<p>Educational Team Members</p>	<p>Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Effort (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. RA (All 5D+)</li> <li>4. Student Talk (5D+ SE1-5)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>9. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$410300</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>

## District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports &amp; Services</p>	<p>Tiered Supports &amp; Services: Teams of Support-Service Providers (PSP, Char-Em ISD, Volunteers, Parent Partners, Title 1A, 31a, 35a, Title III) Will Use-</p> <ol style="list-style-type: none"> <li>1. Data-Driven Dialogs/Data Coach (All 5D+)</li> <li>2. Collaborative Team Meetings (5D+ PCC1&amp;3)</li> <li>3. Primarily Push-in/Some Pull-Out Paraprofessionals (5D+ CP4)</li> <li>4. MLSS (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>5. Differentiated Supports (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>6. Credit Recovery &amp; Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>7. Summer School/Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>8. School-wide PBIS/SEL (K-5th) (5D+ CEC1-5)</li> <li>9. Literacy Interventionist/Coach (All 5D+)</li> <li>10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5)</li> <li>11. Consistent Screening &amp; Progress Monitoring (5D+ A5)</li> <li>12. Evidence/Content-Based MLSS Programs (per What Works Clearinghouse) (All 5D+)</li> </ol>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$68000</p>	<p>Teachers Paraprofessionals Building Administrators</p>
<p>Educational Team Members</p>	<p>Educational Engagement Teams &amp; Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> <li>1. Growth Mindsets &amp; Equity (5D+ CEC4&amp;5)</li> <li>2. Full Value Agreement (FVA) (5D+ CEC4&amp;5)</li> <li>3. RA (All 5D+)</li> <li>4. Student Talk (5D+ SE1-5)</li> <li>5. Active (Ownership of) Learning (5D+SE2/CEC5)</li> <li>6. Questioning &amp; Quality Feedback (5D+ SE1)</li> <li>7. Stakeholder Communication (5D+ PCC2,5)</li> <li>8. STEAM/STEM Programming w/ Open Forums (All 5D+)</li> <li>9. Student &amp; Family Support Services (Alcona Health Services &amp; Other Community Agencies) (5D+ PCC1-2)</li> </ol>	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$400000</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>

**District Improvement Plan**

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Reading Apprenticeship (RA/RAD)- 4-12th (All 5D+)</li> <li>2. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>3. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>4. Math Interventionist/Coach (All 5D+)</li> <li>5. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>6. 6-8th Glencoe Math Training (5D+ P1-5)</li> <li>7. K-5th EngageNY/Eureka Math Training (5D+ P1-5)</li> <li>8. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>9. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>10. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>12. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>13. Technology-Supported Learning (5D+ CP5)</li> <li>14. Classroom Management (5D+ CEC1-3)</li> <li>15. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>16. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$5000</p>	<p>Administrators Teachers Teaching and Learning Director</p>
<p>Wrap-Around Services</p>	<p>Wrap-Around Services-</p> <p>This includes district and community resources that work as a team to support a student or family. It may mean that a child receives extended learning opportunities, accesses to credit recovery labs, time for 1-on-1 assistance, a smaller learning environment, supports in the classroom from paraprofessionals/tutors is connected to the Health Department/Community Action Agency/local health-care providers/Community Mental Health, is part of a collaborative mental health system with Alcona Health Care System, has access to additional Charlevoix-Emmet ISD resources.</p>	<p>Professional Learning, Teacher Collaboration, Academic Support Program, Behavioral Support Program, Community Engagement, Direct Instruction, Supplemental Materials, Parent Involvement</p>	<p>Tier 2</p>	<p>Getting Ready</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$20000</p>	<p>Teachers Paraprofessionals Counselors Administrators Community Partners</p>

# District Improvement Plan

Public Schools of Petoskey

Professional Development	<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Understanding Poverty (5D+ SE3,4)</li> <li>2. Supporting Students with Trauma (5D+ SE3,4)</li> <li>3. Hope/Mindfulness (5D+ SE3,4)</li> <li>4. Strength of Growth Mindsets (5D+ CEC4&amp;5)</li> <li>5. Relationship Building (5D+ CEC4,5)</li> <li>6. PBIS/SEL Supports (5D+ CEC1-5)</li> <li>7. Belonging- Positive Classroom Climate &amp; Culture (CEC1-5)</li> <li>8. ELL/DLL Supports for Students &amp; Families (5D+ CP5)</li> </ol>	Professional Learning	Tier 3	Implement	09/05/2016	06/03/2019	\$20000	Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)
Student Supports	<p>Student Supports-</p> <ol style="list-style-type: none"> <li>1. District Teams (Building &amp; Alcona Health) (5D+ PCC1-2)</li> <li>2. Adult Mentors &amp; Peer-to-Peer Links (5D+ CEC 4)</li> <li>3. MLSS (Academic/Behavioral) (5D+ CP4-5, SE3-4, CEC4-5)</li> <li>4. Active Learning (5D+ SE2/CEC5)</li> <li>5. District-Wide PBIS/SEL Supports (K-5th) (5D+ CEC1-5)</li> <li>6. Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5)</li> <li>7. Credit Recovery Programs (5D+ P1-5, SE1-5, CP1-5, A1-5)</li> <li>8. Summer School &amp; Summer Learning Camps (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2)</li> <li>9. Community Agencies /Service Connections (5D+ PCC1-2)</li> <li>10. State &amp; Federal Providers (McKinney-Vento) (5D+ PCC1-5)</li> </ol>	Academic Support Program, Behavioral Support Program, Community Engagement, Parent Involvement	Tier 1	Monitor	09/05/2016	06/03/2019	\$15000	Administrators Teachers RA Personnel/ Trainers Char-Em ISD
PLC Professional Development	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards &amp; Practices-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. Performance Tasks (5D+ P3)</li> </ol>	Professional Learning	Tier 1		09/01/2017	06/14/2019	\$15000	Admin Teachers

**District Improvement Plan**

Public Schools of Petoskey

<p>PLC Professional Development-</p>	<p>PLC Professional Development: Common PLC Core Curriculum Aligned to MI Standards-</p> <ol style="list-style-type: none"> <li>1. Mapping Content Practices, Pacing, Student Learning Targets, &amp; Assessments (formative/summative) (All 5D+)</li> <li>2. Tier II Core Vocabulary (5D+ CP2,5)</li> <li>3. STEM/STEAM Learning Connections (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3)</li> <li>4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</li> <li>5. Performance Tasks (5D+ P3)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$15000</p>	<p>Admin Teachers</p>
<p>Targeted Professional Development-</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups-</p> <p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> <li>1. Literacy Interventionist/Coach (All 5D+)</li> <li>2. Reading Apprenticeship (RA)- 4-12th (All 5D+)</li> <li>3. Use of Illuminate (Academic &amp; Behavior) (5D+ A1-5)</li> <li>4. Growth Mindsets &amp; Perseverance (5D+ CEC4&amp;5)</li> <li>5. ELL/DLL Evidence-Based Practices (5D+ CP5)</li> <li>6. Evidence-Based Core Instruction (5D+ CP2,5)</li> <li>7. Differentiation-Intensity/MLSS Tiers 1-3 (5D+ CP4)</li> <li>8. New MI SS Content Standards &amp; C3 Framework (5D+ P1-5)</li> <li>9. Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC)</li> <li>10. Directed per Evals: Student Targets &amp; Student Self-Assessment (5D+ A1-5/P1,4,5)</li> <li>11. Teacher Content Specialization (5D+ CP2&amp;3)</li> <li>12. Technology-Supported Learning (5D+ CP5)</li> <li>13. Classroom Management (5D+ CEC1-3)</li> <li>14. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5)</li> </ol>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/14/2019</p>	<p>06/14/2019</p>	<p>\$15000</p>	<p>Admin Teachers</p>