



School Improvement Plan

Petoskey High School

Public Schools of Petoskey

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

PHS 17-18 School plan

Overview

Plan Name

PHS 17-18 School plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient readers	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$75190
2	All students will become proficient in science	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$89271
3	All students will become proficient in mathematical computation and literacy	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$95545
4	All students will become proficient writers	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$75190
5	All students will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$89122
6	All stakeholders will be active members of a positive school environment	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$24274

Goal 1: All students will become proficient readers

Measurable Objective 1:

79% of Eleventh grade students will demonstrate a proficiency on the State Standardized assessment in Reading by 04/10/2018 as measured by earning a proficient score on the state standardized assessment .

Strategy 1:

Close and Critical Reading Strategies - All staff will provide opportunities for student practice of close and critical reading strategies learned through professional development to assist students with reading informational text. A representative from Oakland County came to present during professional development with the entire staff during the 2010-11 school year. Since then, all staff members have been utilizing these strategies as a direct intervention to improve reading levels among our students in all classes. We will continue to reteach and use our teacher leaders to present these strategies during PD time, and demonstrate new ways to incorporate those strategies in the classroom during the 17-18 school year. The students will encounter these strategies in all classes, and feel increasingly comfortable using these strategies with academic texts, to increase their reading skills for the future. Any materials needed can be found from our online resources, and PD materials already given to teachers, along with building developed resource as well from our Reading Apprentice trained teacher leaders. Reading Apprenticeship cohorts started in the district in 2011. PHS has continued to send teachers to each cohort and have formed a Reading Apprenticeship PLC to continue Literacy supports. This PLC meets monthly to support RA strategies in the classroom.

Category: Other - Literacy

Research Cited: Allington, R. L. (2001). What really matters for struggling readers: Designing research-based programs.

New York: Addison-Wesley.

Dole, J. A. (2000). Readers, texts and conceptual change learning. *Reading and Writing Quarterly*, 16, 62-88.

Dole, J.A., Brown, K.J., & Trathen, W. (1996). The Effects of Strategy Instruction on the Comprehension Performance of At-Risk Students. *Reading Research Quarterly*, 31(1), 62-88. doi: 10.1598/RRQ.31.1.4

Hiebert, E. H., Pearson, P. D., Taylor, B. M., Richardson, V., & Paris, S. G. (1998). Every child a reader: Applying reading research in the classroom. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

Marzano, R. J., Seger, D., LaRock, V., & Barton, M. L. (2000). Enhancing reading development. Aurora, CO: Mid-continent Research for Education and Learning.

McLaughlin, M., & DeVoogd, G. (2004, September). Critical Literacy as Comprehension: Expanding Reader Response. *Journal of Adolescent & Adult Literacy*, 48(1), 52-62. doi: 10.1598/JAAL.48.1.5

National Reading Panel. (2000). Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. Washington, DC: Author.

Retrieved July 20, 2010, from <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

REL Central at McREL. (2007). Using Strategy Instruction to Help Struggling High Schoolers Understand What They Read. Denver, CO: Author.

Tier: Tier 1

SY 2017-2018

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Activity - Professional Development/Retraining-Support in Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	08/31/2017	06/08/2018	\$37595	Section 31a, Title II Part A, General Fund	PHS administration, Staff and Department chairs

Strategy 2:

Reading Apprenticeship-RA - Key Administration and teacher leaders were trained since 2011 in Reading Apprenticeship, and we continue to increase our percentage of RA trained staff. The RA staff will meet on a regular basis to discuss RA implementation, and design teacher led Professional development that can be done during department time, with the goal to utilize specific instructional interventions within their department for the year. This RA PLC will also present at building-wide professional development, to foster more implementation of the RA strategies throughout Petoskey High School. For the 17-18 year we will increase staff membership in RA and expand Literacy routines/techniques across all disciplines.

Category: Other - Literacy

Research Cited: Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms. The Jossey-Bass Education Series. Jossey-Bass Inc, Publishers, 350 Sansome St., San Francisco, CA 94104-1342.

Donahue, D., Evans, K., & Galguera, T. (2005). Rethinking preparation for content area teaching: The reading apprenticeship approach. San Francisco, CA: Jossey-Bass.

Greenleaf, CL (2011).

"Integrating Literacy and Science in Biology Teaching and Learning Impacts of Reading Apprenticeship Professional Development". American educational research journal (0002-8312), 48 (3), p. 647.

Tier: Tier 3

Activity - Teacher and Administrative training in RAISE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14, 14-15, 15-16, and 16-17 school year. As West Ed and our ISD work to provide PD opportunities for the 17-18 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	08/08/2017	06/08/2018	\$37595	Section 31a, Title II Part A, General Fund	Teacher leaders and PHS administration.

Goal 2: All students will become proficient in science

Measurable Objective 1:

66% of Eleventh grade students will demonstrate a proficiency on the state standardized assessment in Science by 04/10/2018 as measured by earning a proficient score on the state standardized assessment.

Strategy 1:

Infuse STEM based instruction into the science curriculum - The District has been supported by a STEM coach since the 16-17 school year to help educate our staff K-12 on how to infuse STEM strategies into the classroom. PD has begun with our Math and Science teachers in the 15-16 school year and continued throughout the 16-17 school year. In the 17-18 school year we will incorporate more of these instructional strategies and support through PLC work to infuse more STEM into the curriculum.

Category: Science

Research Cited: Sanders, M. E. (2008). Stem, stem education, stemmania.

Israel, M., Maynard, K., & Williamson, P. (2013). Promoting literacy-embedded, authentic STEM instruction for students with disabilities and other struggling learners. *Teaching Exceptional Children*, 45(4), 18-25.

Becker, K., & Park, K. (2011). Effects of integrative approaches among science, technology, engineering, and mathematics (STEM) subjects on students' learning: A preliminary meta-analysis. *Journal of STEM Education: Innovations and Research*, 12(5/6), 23.

Railsback, J. (2002). *Project-Based Instruction: Creating Excitement for Learning*. By Request Series.

Tier: Tier 1

Activity - STEM based instruction infusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers utilize our STEM coach, they will continue to infuse STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	08/31/2017	06/08/2018	\$29757	General Fund, Title II Part A, Section 31a	Department head, Science teachers, STEM Coach

Strategy 2:

Increase Inquiry-based Instruction - All teachers will increase inquiry-based instruction, including questioning, predicting, discussion, labs, and activities. Inquiry-based instruction will be incorporated into lessons to improve student engagement and to promote higher order thinking skills.

Category: Other - Inquiry Based Learning

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Research Cited: Anderson, R. (2002). Reforming science teaching: what research says about inquiry. Journal of Research in Science Teaching.

Crawford, B. (2000). Embracing the essence of inquiry: new roles for science teachers. Journal of Research in Science Teaching.

Minner, D., Levy, A., and Century, J. (2010). Inquiry-based instruction - what is it and does it matter?. Journal of Research in Science Teaching.

Tier: Tier 1

Activity - Professional Collaboration on Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create a common vocabulary through out the Science department in the HS. This will include collaboration on implementing Modeling techniques into instruction and reviewing progress data as these strategies are implemented.	Professional Learning	Tier 1	Implement	08/31/2017	06/08/2018	\$29757	Section 31a, Title II Part A, General Fund	Administration, department head, and science teaching staff.

Strategy 3:

Increase Science Literacy Skills - Students will be exposed to an increased amount of reading and writing strategies to increase science literacy. Teachers will incorporate guided reading strategies and writing experiences more frequently while still meeting the challenges of the specific content standards and expectations. Several of the teachers in the department have participated in Reading Apprenticeship training. These strategies will not only be incorporated into their instruction, but shared with other teachers as well.

Category: Science

Research Cited: Elmborg, J. (2003). Information literacy and writing across the curriculum: sharing the vision. Reference Services Review.

Porter, A., McMaken, J., Hwang, J., Yang, R. (2011). Common core standards, the new U.S. intended curriculum. Educational Researcher.

Schoenbach, et al (2012). Reading for understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. Jossey Boss.

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

Yore, L. (2000). Enhancing science literacy for all students with embedded reading instruction and writing to learn activities. Journal of Deaf Students and Deaf Education.

Tier: Tier 1

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Activity - Incorporate Science Literacy Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	08/31/2017	06/08/2018	\$29757	Title II Part A, General Fund, Section 31a	Administration, department head, and science teaching staff

Goal 3: All students will become proficient in mathematical computation and literacy

Measurable Objective 1:

66% of Eleventh grade students will demonstrate a proficiency on the state standardized assessment in Mathematics by 04/10/2018 as measured by earning a proficient score on the state standardized assessment.

Strategy 1:

Curriculum Modification - The HS Math department during the 2016-17 school year implemented math supports through instruction and new online components that tie to SAT preparation. The District for the 15-16 school also hired a STEM coach to educate our staff K-12 on how to infuse STEM strategies into the classroom. During the 2016-17 school year Math teachers received PD and explored STEM connections and pilot lessons to support STEM strategies. For the 17-18 school year we will continue on this path and review data collected from standardized tests and STEM assessment to see our progress.

Category: Mathematics

Research Cited: Achieve, Inc. (2008). The Building Blocks of Success: Higher-Level Math for All Students. Washington, DC: Achieve Policy Brief.

ACT, Inc. (2004). Crisis at the core: Preparing all students for college and work. Iowa City, IA: ACT Research Report Series.

Boaler, J. & Staples, M. (2008). Creating mathematical futures through an equitable teaching approach: The case of Railside School. Teachers College Record 110(3), 608-645.

Rose, H., and J. Betts. 2001. Math Matters: The Link Between High School Curriculum, College

Graduation, and Earnings. San Francisco: Public Policy Institute of California. SERB. (2004). High schools that work. Retrieved online on July 25, 2010 from

<http://www.sreb.org/programs/hstw/Outstanding/op2004.asp>

Sanders, M. E. (2008). Stem, stem education, stemmania.

Israel, M., Maynard, K., & Williamson, P. (2013). Promoting literacy-embedded, authentic STEM instruction for students with disabilities and other struggling learners. Teaching Exceptional Children, 45(4), 18-25.

Becker, K., & Park, K. (2011). Effects of integrative approaches among science, technology, engineering, and mathematics (STEM) subjects on students' learning: A preliminary meta-analysis. Journal of STEM Education: Innovations and Research, 12(5/6), 23.

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Railsback, J. (2002). Project-Based Instruction: Creating Excitement for Learning. By Request Series

Tier: Tier 3

Activity - Math Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$40345	Section 31a, Title II Part A, General Fund	Department Head, all math teaching staff

Activity - Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some Math teachers have received Reading Apprentice training to support math instruction and piloted programs in the 2015-16 school year. These piloted programs will be shared with the math department and strategies/routines will be discussed as a department. Adaptions and innovations will be made per math classroom and subject to support student engagement and collaboration among math students. In support of best practices, Professional Development has, and will continue to focus around purposeful lessons planning that align with state standards through student engagement routines. These discussions are supported by the 5D+ evaluation tool adopted by Petoskey Schools in 2015.	Professional Learning, Teacher Collaboration	Tier 2	Implement	08/31/2017	06/08/2018	\$27600	Title II Part A, Section 31a	Department Head and all math teaching staff

Strategy 2:

Early Intervention System - Counselors, math teachers, tutors, and special education teachers will work together to refine and implement a pyramid of intervention specific to the needs of failing math students, including the "Center", Math tutor, co-taught math courses, and informal offerings in Algebra 1, 2, and Geometry.

Category: Mathematics

Research Cited: Bender, William N. (2009). Beyond the RTI pyramid: Solutions for the first years of implementation. Bloomington, IN: Solution Tree Press.

Fuchs, L.S. (2009). Mathematics Intervention at the Secondary Prevention Level of a Multi-Tier Prevention System: Six Key Principles. Retrieved on August 9, 2010, <http://www.rtinetwork.org/essential/tieredinstruction/tier2/mathintervention>

Fuchs, L. S., Compton, D. L., Fuchs, D., Paulsen, K., Bryant, J. D., & Hamlett, C. L. (2005). The prevention, identification, and cognitive determinants of math difficulty. *Journal of Educational Psychology*, 97 (3), 493-513.

Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2009). A Metaanalysis of Mathematics Instructional Interventions for Students with Learning Disabilities: A Technical Report. Los Alamitos, CA: Instructional Research Group.

Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, S. K., & Flojo, J. (2008). Teaching mathematics to students with learning disabilities and other learning

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difficulties: A meta-analysis of the intervention research. Portsmouth, NH: RMC Research Corporation, Center on Instruction. National Center on Response to Intervention. (Various resources). Available at <http://www.rti4success.org>.

National Mathematics Advisory Panel. Foundations for Success: The Final Report of the National Mathematics Advisory Panel, U.S. Department of Education: Washington, DC, 2008.

Newman-Gonchar, R., Clarke, B., & Gersten, R. (2009). A summary of nine key studies: Multi-tier intervention and response to interventions for students struggling in mathematics. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

VanDerHeyden (2007). RTI and Mathematics Instruction. National Center for Learning Disabilities.<http://www.rtinetwork.org/Learn/Why/ar/RTIandMath/1>

VanDerHeyden, A. M. (2009). Scientifically-Based Mathematics Instruction at Tier 1. Retrieved on August 6, 2010 at <http://www.tqsource.org/publications/RTI%20Evidenced-Based%20Math%20Interventions%205-14-2009.pdf>

Tier: Tier 1

Activity - Intervention Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, tutors, and math teachers will work together to identify students needing support at the end of progress reporting periods and work with math teachers to assign students to appropriate, identified interventions. All students receiving interventions will be monitored by counselors at progress reporting intervals and intervention adjustments made in response to student progress. Interventions such as the Academic Support Center, Math tutor, Informal classes, Credit recovery, and Academic Resource Classes will be utilized for multi tiered support.	Academic Support Program	Tier 3	Monitor	08/31/2017	06/08/2018	\$27600	Title II Part A, Section 31a	Department head, all math teaching staff, tutors, and counselors

Goal 4: All students will become proficient writers

Measurable Objective 1:

76% of Eleventh grade students will demonstrate a proficiency on the State Standardized assessment in Writing by 04/10/2018 as measured by earning a proficient score on the state standardized assessment .

Strategy 1:

Writing Instruction: Staff - PHS will continue to implement more frequent writing prompts in all classes with the addition of standardized rubrics for feedback to provide a more aligned emphasis on writing expectations. The materials can be found online or in house for duplication, as the PD will occur during staff/dept meetings and during scheduled Professional Development Days.

Category: English/Language Arts

Research Cited: Ferretti, R. P., MacArthur, C. A., & Dowdy, N. S. (2000). The effects of an elaborated goal on the persuasive writing of students with learning disabilities and their normally achieving peers. *Journal of Educational Psychology*, 92, 694-702.

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Graham, S., & Perin, D. (2007). Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.

Harris, K., & Graham, S. (1996). Making the writing process work: Strategies for composition and selfregulation. Cambridge, MA: Brookline.

Hillocks, G. (1984). What works in teaching composition: A meta-analysis of experimental treatment studies. American Journal of Education, 93, 133-170.

Hillocks, G. (1986). Research on written composition: New directions for teaching. Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills.

Langer, J. A. (1999). Beating the odds: Teaching middle and high school students to read and write well.

Retrieved August 1, 2010, from <http://cela.albany.edu/eie2/main.html>

National Commission on Writing. (2003, April). The neglected R: The need for a writing revolution.

Retrieved July 31, 2010, from <http://www.writingcommission.org/report.html>

National Institute for Literacy. (2007). What content area teachers should know about adolescent literacy.

Washington, D.C.: Author.

Smith, C. B. (2000). Writing instruction: Changing views over the years. ERIC Digest D155. Retrieved July 28, 2010, from http://www.ed.gov/databases/ERIC_Digests/ed446337.html

Tier: Tier 1

Activity - Professional Development- Persuasive writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning	Tier 1		08/31/2017	06/08/2018	\$37595	Section 31a, Title II Part A, General Fund	ELA teacher leaders, PHS administration, Literacy coach/consultants

Strategy 2:

Writing Instruction: Student Opportunities for Practice - Our Reading Apprentice trained teachers have coached our staff on how to infuse literacy (reading and writing) into all subject areas. At this time, all teachers have increased writing opportunities in the classroom to support writing proficiency for all learners. These writing

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opportunities will have students capture their think along with using evidence to support their claims.

Category: Other - Writing/Literacy

Research Cited: Ferretti, R. P., MacArthur, C. A., & Dowdy, N. S. (2000). The effects of an elaborated goal on the persuasive writing of students with learning disabilities and their normally achieving peers. *Journal of Educational Psychology*, 92, 694-702.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York.* Washington, DC:Alliance for Excellent Education.

Harris, K., & Graham, S. (1996). *Making the writing process work: Strategies for composition and selfregulation.* Cambridge, MA: Brookline.

Hillocks, G. (1984). What works in teaching composition: A meta-analysis of experimental treatment studies. *American Journal of Education*, 93, 133-170.

Hillocks, G. (1986). *Research on written composition: New directions for teaching.* Urbana, IL: ERIC Clearinghouse on Reading and Communication Skills.

Langer, J. A. (1999). *Beating the odds: Teaching middle and high school students to read and write well.* Retrieved August 1, 2010, from <http://cela.albany.edu/eie2/main.html>

National Commission on Writing. (2003, April). *The neglected R: The need for a writing revolution.*

Retrieved July 31, 2010, from <http://www.writingcommission.org/report.html>

National Institute for Literacy. (2007). *What content area teachers should know about adolescent literacy.* Washington, D.C.: Author.

Smith, C. B. (2000). *Writing instruction: Changing views over the years.* ERIC Digest D155. Retrieved July 28, 2010, from http://www.ed.gov/databases/ERIC_Digests/ed446337.html

Tier:

Activity - Writing Practice and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$37595	Title II Part A, General Fund, Section 31a	All PHS teaching staff and Administration

Goal 5: All students will become proficient in Social Studies

Measurable Objective 1:

73% of Eleventh grade students will demonstrate a proficiency on the state standardized assessment in Social Studies by 04/10/2018 as measured by earning a proficient score on the state standardized assessment.

Strategy 1:

Increase Literacy Skills in Social Studies - Utilizing Close/Critical reading and modeling Reading Apprentice techniques, students will receive direct instruction and practice in literacy strategies to support their academic knowledge building through analyzing various types of text.

Category: Social Studies

Research Cited: Alvermann, D. (2002). Effective literacy instruction for adolescents. Journal of Literacy Research.

Elmborg, J. (2003). Information literacy and writing across the curriculum: Sharing the vision. Reference Service Review.

Engaged Academic Literacy (Chapter 7 in Handbook of Adolescent Literacy Research By: Ruth

Schoenbach and Cynthia Greenleaf. Edited by Leila Christenbury, Randy Bomer, and Peter Smagorinsky

Schoenbach, R., Greenleaf, C., Cziko, C., & Hurwitz, L. (1999). Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms. The Jossey-Bass Education Series. Jossey-Bass Inc, Publishers, 350 Sansome St., San Francisco, CA 94104-1342.

Donahue, D., Evans, K., & Galguera, T. (2005). Rethinking preparation for content area teaching: The reading apprenticeship approach. San Francisco, CA: Jossey-Bass.

Greenleaf, CL (2011).

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

Tier: Tier 1

Activity - Teacher PD- Close and Critical Reading/RAISE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders (Social studies representative Reading Apprenticeship trained in the summers of 2013-17), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 17-18 school year for increased proficiency.	Professional Learning	Tier 2	Implement	08/31/2017	06/08/2018	\$89122	Section 31a, General Fund, Title II Part A	PHS administration, Social Studies Department Head

Goal 6: All stakeholders will be active members of a positive school environment

Measurable Objective 1:

demonstrate a behavior of embodying the Full Value Agreement by 06/08/2018 as measured by annual perception data.

Strategy 1:

Model and Teach the Full Value Agreement - Since the 2012-13 school year, the Public Schools of Petoskey have implemented a district wide initiative in partnership with our local Camp Daggett. The Full Value Agreement: Work as a Team, Be Safe, and Speak Up, has been the model for all schools in our district. Visual posters are in every classroom, promoting this agreement, and it is a daily prompt in announcements, as well as during instruction for class meetings. We utilize these expectations during all student, staff, and parent meetings, and it also is tied in with our behavioral/discipline supports.

Category: School Culture

Research Cited: Bransford, J., Brown, A., & Cocking, R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.

Cohen, E. & Lotan, R. (Eds.) (1997). Working for equity in heterogeneous classrooms: Sociological theory in practice. New York: Teachers College Press.

DuFour, R., DuFour, R., Eaker, R. & Karhanek, G. (2010). Raising the bar and closing the gap: Whatever it takes. Bloomington, IN: Solution Tree Press.

Lotan, R. (2006). Teaching teachers to build equitable classrooms. Theory into practice, 45(1), 8

Tier: Tier 1

Activity - Orientation/freshmen mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before school starts, we have an opportunity for orientation, where we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/23/2017	06/08/2018	\$13138	General Fund, Other, Section 31a, Title II Part A	District and Building administration, staff volunteers, Camp Daggett staff

Measurable Objective 2:

collaborate to continue to provide a Behavioral Health Program in partnership with Alcona Health Center by 06/08/2018 as measured by student and family participation rates.

Strategy 1:

Behavioral Health professional - PHS/PMS added a Behavioral Health Professional to Petoskey Middle School and high school during the 16-17 school year - In conjunction with the Health Department of Northern Michigan, the Public Schools of Petoskey was able to attain funds begin to partner with Alcona Federally Qualified Health Center to employ a Behavioral Health Professional. Enough funds were attained to employ four Behavioral Health Professionals in the district. Petoskey High

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School and Petoskey Middle School each will house one licensed therapist/counselor, while our four elementary schools share a Behavioral Health Professional with one other elementary school within our district. The grants received from the DHHS and MDE allowed enough funding for the initial start up costs. The funding model then became sustainable through billing of medicare and private insurance. Each school has a common referral process to identify students in most need of mental health services. These referrals will continue to be given to the Behavioral Health Professional who will work with Alcona FQHC and the family to set up regular appointments with that particular student.

Category: Other - Mental Health and Wellness

Research Cited: Cappella, E., Frazier, S. L., Atkins, M. S., Schoenwald, S. K., & Glisson, C. (2008). Enhancing schools' capacity to support children in poverty: An ecological model of school-based mental health services. *Administration and Policy in Mental Health and Mental Health Services Research*, 35(5), 395-409.

Adelman, H. S., & Taylor, L. (1999). Mental health in schools and system restructuring. *Clinical psychology review*, 19(2), 137-163.

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Basch CE. *Healthier Students Are Better Learners: A Missing Link in Efforts to Close the Achievement Gap*. New York: New York. Columbia University; 2010.

http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf. Accessed February 26, 2014.

Kleinman RE, Murphy JM, Little M, Pagano M, Wehler CA, Regal K. Hunger in children in the United States: potential behavioral and emotional correlates. *Pediatrics*. 1998;101(1):E3.

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other instructional staff will need to be continually educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	08/30/2017	06/08/2018	\$11136	General Fund, Section 31a, Title II Part A	District and Building administration, Behavioral Health professional, Teachers, Aides

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Orientation/freshmen mentoring	Before school starts, we have an opportunity for orientation, where we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/23/2017	06/08/2018	\$2000	District and Building administration, staff volunteers, Camp Daggett staff

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Orientation/freshmen mentoring	Before school starts, we have an opportunity for orientation, where we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/23/2017	06/08/2018	\$7369	District and Building administration, staff volunteers, Camp Daggett staff

School Improvement Plan

Petoskey High School

Incorporate Science Literacy Skills	Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	08/31/2017	06/08/2018	\$19654	Administration, department head, and science teaching staff
Professional Collaboration on Inquiry-based Instruction	All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create an common vocabulary through out the Science department in the HS. This will include collaboration on implenting Modeling techniques into instruction and reviewing progress data as these strategeies are implemented.	Professional Learning	Tier 1	Implement	08/31/2017	06/08/2018	\$19654	Administration, department head, and science teaching staff.
STEM based instruction infusion	As teachers utilize our STEM coach, they will continue to infuse STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	08/31/2017	06/08/2018	\$19654	Department head, Science teachers, STEM Coach
Professional Development/Retraining-Support in Close and Critical Reading	Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	08/31/2017	06/08/2018	\$22060	PHS administration, Staff and Department chairs

School Improvement Plan

Petoskey High School

Teacher PD- Close and Critical Reading/RAISE	Teacher leaders (Social studies representative Reading Apprenticeship trained in the summers of 2013-17), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 17-18 school year for increased proficiency.	Professional Learning	Tier 2	Implement	08/31/2017	06/08/2018	\$58962	PHS administration, Social Studies Department Head
Professional Development- Persuasive writing	English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning	Tier 1		08/31/2017	06/08/2018	\$22060	ELA teacher leaders, PHS administration, Literacy coach/consultants
Math Supports	Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$25425	Department Head, all math teaching staff
Professional Development	Teachers and other instructional staff will need to be continually educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	08/30/2017	06/08/2018	\$7367	District and Building administration, Behavioral Health professional, Teachers, Aides
Writing Practice and feedback	Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$22060	All PHS teaching staff and Administration

School Improvement Plan

Petoskey High School

Teacher and Administrative training in RAISE	Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14, 14-15, 15-16, and 16-17 school year. As West Ed and our ISD work to provide PD opportunities for the 17-18 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	08/08/2017	06/08/2018	\$22060	Teacher leaders and PHS administration.
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Math Supports	Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$5477	Department Head, all math teaching staff
Incorporate Science Literacy Skills	Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	08/31/2017	06/08/2018	\$1233	Administration, department head, and science teaching staff
Professional Development- Persuasive writing	English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning	Tier 1		08/31/2017	06/08/2018	\$5569	ELA teacher leaders, PHS administration, Literacy coach/consultants
Writing Practice and feedback	Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$5569	All PHS teaching staff and Administration

School Improvement Plan

Petoskey High School

Teacher and Administrative training in RAISE	Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14, 14-15, 15-16, and 16-17 school year. As West Ed and our ISD work to provide PD opportunities for the 17-18 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	08/08/2017	06/08/2018	\$5569	Teacher leaders and PHS administration.
Professional Development/Retraining -Support in Close and Critical Reading	Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	08/31/2017	06/08/2018	\$5569	PHS administration, Staff and Department chairs
STEM based instruction infusion	As teachers utilize our STEM coach, they will continue to infuse STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	08/31/2017	06/08/2018	\$1233	Department head, Science teachers, STEM Coach
Professional Collaboration on Inquiry-based Instruction	All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create an common vocabulary through out the Science department in the HS. This will include collaboration on implenting Modeling techniques into instruction and reviewing progress data as these strategiees are implemented.	Professional Learning	Tier 1	Implement	08/31/2017	06/08/2018	\$1233	Administration, department head, and science teaching staff.

School Improvement Plan

Petoskey High School

Instructional Practices	Some Math teachers have received Reading Apprentice training to support math instruction and piloted programs in the 2015-16 school year. These piloted programs will be shared with the math department and strategies/routines will be discussed as a department. Adaptions and innovations will be made per math classroom and subject to support student engagement and collaboration among math students. In support of best practices, Professional Development has, and will continue to focus around purposeful lessons planning that align with state standards through student engagement routines. These discussions are supported by the 5D+ evaluation tool adopted by Petoskey Schools in 2015.	Professional Learning, Teacher Collaboration	Tier 2	Implement	08/31/2017	06/08/2018	\$4925	Department Head and all math teaching staff
Intervention Processes	Counselors, tutors, and math teachers will work together to identify students needing support at the end of progress reporting periods and work with math teachers to assign students to appropriate, identified interventions. All students receiving interventions will be monitored by counselors at progress reporting intervals and intervention adjustments made in response to student progress. Interventions such as the Academic Support Center, Math tutor, Informal classes, Credit recovery, and Academic Resource Classes will be utilized for multi tiered support.	Academic Support Program	Tier 3	Monitor	08/31/2017	06/08/2018	\$4925	Department head, all math teaching staff, tutors, and counselors
Professional Development	Teachers and other instructional staff will need to be continually educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	08/30/2017	06/08/2018	\$468	District and Building administration, Behavioral Health professional, Teachers, Aides
Teacher PD- Close and Critical Reading/RAISE	Teacher leaders (Social studies representative Reading Apprenticeship trained in the summers of 2013-17), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 17-18 school year for increased proficiency.	Professional Learning	Tier 2	Implement	08/31/2017	06/08/2018	\$3698	PHS administration, Social Studies Department Head

School Improvement Plan

Petoskey High School

Orientation/freshmen mentoring	Before school starts, we have an opportunity for orientation, where we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/23/2017	06/08/2018	\$468	District and Building administration, staff volunteers, Camp Daggett staff
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Incorporate Science Literacy Skills	Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	08/31/2017	06/08/2018	\$8870	Administration, department head, and science teaching staff
Professional Development	Teachers and other instructional staff will need to be continually educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	08/30/2017	06/08/2018	\$3301	District and Building administration, Behavioral Health professional, Teachers, Aides
Professional Development/Retraining -Support in Close and Critical Reading	Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	08/31/2017	06/08/2018	\$9966	PHS administration, Staff and Department chairs

School Improvement Plan

Petoskey High School

STEM based instruction infusion	As teachers utilize our STEM coach, they will continue to infuse STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	08/31/2017	06/08/2018	\$8870	Department head, Science teachers, STEM Coach
Intervention Processes	Counselors, tutors, and math teachers will work together to identify students needing support at the end of progress reporting periods and work with math teachers to assign students to appropriate, identified interventions. All students receiving interventions will be monitored by counselors at progress reporting intervals and intervention adjustments made in response to student progress. Interventions such as the Academic Support Center, Math tutor, Informal classes, Credit recovery, and Academic Resource Classes will be utilized for multi tiered support.	Academic Support Program	Tier 3	Monitor	08/31/2017	06/08/2018	\$22675	Department head, all math teaching staff, tutors, and counselors
Professional Collaboration on Inquiry-based Instruction	All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create a common vocabulary through out the Science department in the HS. This will include collaboration on implenting Modeling techniques into instruction and reviewing progress data as these strategeies are implemented.	Professional Learning	Tier 1	Implement	08/31/2017	06/08/2018	\$8870	Administration, department head, and science teaching staff.
Orientation/freshmen mentoring	Before school starts, we have an opportunity for orientation, were we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/23/2017	06/08/2018	\$3301	District and Building administration, staff volunteers, Camp Daggett staff

School Improvement Plan

Petoskey High School

Instructional Practices	Some Math teachers have received Reading Apprentice training to support math instruction and piloted programs in the 2015-16 school year. These piloted programs will be shared with the math department and strategies/routines will be discussed as a department. Adaptions and innovations will be made per math classroom and subject to support student engagement and collaboration among math students. In support of best practices, Professional Development has, and will continue to focus around purposeful lessons planning that align with state standards through student engagement routines. These discussions are supported by the 5D+ evaluation tool adopted by Petoskey Schools in 2015.	Professional Learning, Teacher Collaboration	Tier 2	Implement	08/31/2017	06/08/2018	\$22675	Department Head and all math teaching staff
Teacher PD- Close and Critical Reading/RAISE	Teacher leaders (Social studies representative Reading Apprenticeship trained in the summers of 2013-17), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 17-18 school year for increased proficiency.	Professional Learning	Tier 2	Implement	08/31/2017	06/08/2018	\$26462	PHS administration, Social Studies Department Head
Math Supports	Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$9443	Department Head, all math teaching staff
Writing Practice and feedback	Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	08/31/2017	06/08/2018	\$9966	All PHS teaching staff and Administration

School Improvement Plan

Petoskey High School

Professional Development- Persuasive writing	English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning	Tier 1		08/31/2017	06/08/2018	\$9966	ELA teacher leaders, PHS administration, Literacy coach/consultants
Teacher and Administrative training in RAISE	Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14, 14-15, 15-16, and 16-17 school year. As West Ed and our ISD work to provide PD opportunities for the 17-18 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	08/08/2017	06/08/2018	\$9966	Teacher leaders and PHS administration.