

2018-19 District Improvement Plan

Public Schools of Petoskey

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

TABLE OF CONTENTS

Overview	1
Goals Summary	2
Goal 1: Mathematics Proficiency for All Students K-12th	3
Goal 2: Reading & Writing (ELA) Proficiency for All Students K-12th	9
Goal 3: Science Proficiency for All Students K-12th	15
Goal 4: Social Studies Proficiency for All Students K-12th	22
Goal 5: Climate: Supporting Affective & Academic Student Growth K-12th	28
Activity Summary by Funding Source	32
Activity Summary by School	74

Overview

Plan Name

2018-19 District Improvement Plan

Plan Description

Final Year of Previous Multiple 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	\$511984
2	Reading & Writing (ELA) Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$580583
3	Science Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$375707
4	Social Studies Proficiency for All Students K-12th	Objectives: 1 Strategies: 3 Activities: 4	Academic	\$371892
5	Climate: Supporting Affective & Academic Student Growth K-12th	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$537110

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 of proficiency for all students (or 60% District GCP on S2019 NWEA Math MAP), we are stressing CONSISTENCY ACROSS THE DISTRICT and the use of Eureka Math & Glencoe Math as curriculum bases (K-8th) to support evidence-driven teaching and learning. We connect K-12 "shifts" in math practices using college & career-readiness benchmarks & MI standards with progressive math skills and deeper understanding from one grade to the next. This strategy will be monitored and supported through the 5D+ evaluation system & PLC, building, & district data reviews to ensure relevant PD and PLC action items.

PLC Professional Development:

Alignment of K-12 Curriculum Mapping to MI Math Content Standards & Associated Practices (Vertically & Horizontally)

Targeted Professional Development:

District-designed, principal-led, & individually-directed PD will be selected for/by specific staff members and groups based upon data dialogues, evaluation protocols, new/updated curriculum needs, or teacher/student efficacy roll-outs.

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

-Ainsworth, L (2015). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, & Assessment

Hattie, J. (2016 & 2017). Collective Teacher Efficacy

Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning

Tier: Tier 1

2018-19 District Improvement Plan

Public Schools of Petoskey

Activity - PLC Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Mathematics Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy-</p> <p>1. Mapping Consistent Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (5D+ P,CP,PCC,A)</p> <p>2. Use of the Improvement Cycle: Data dialogs, analysis, & decision making using Illuminate & other data (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. Common Performance Tasks & Making Math Visible (e.g. On Cloud Nine & Hattie) (5D+ P3, SE1-5)</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$55000	Title II Part A, General Fund	Building & District Administrators ISD Consultants Teacher Teams

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential Math Practices and Power Standards (Using MI Core Standards & Eureka Math K-5, Glencoe Math 6-8, & Various Companies 9-12) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (K-12) (5D+ CEC4&5, SE3-4) 4. Math Interventionist or STEAM/Math Coach K-12 (All 5D+) 5. Differentiation of Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Glencoe Math (6-8) Updates & Training--Including ALEKS Online (5D+ P1-5) 7. Eureka Math (K-5) Updated Resources & Training (5D+ P1-5, SE1-5, CP1-5, PCC1-2)--Including Parent Components 8. Evidence-Based Core Instruction (5D+ CP2,5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-5) 14. ELL/DLL Evidence-Based Practices (5D+ CP5) 15. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$116366</p>	<p>General Fund, Title II Part A</p>	<p>Administrators Teachers Teaching and Learning Director</p>
--	------------------------------	---------------	------------------	-------------------	-------------------	-----------------	--------------------------------------	---

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 (MTSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in Tiered interventions that include practice sites (e.g., TimezAttack, Zearn, GradPoint, OdysseyWare,), push-in/pull-out supports, tablet apps, & evidence-based learning extensions. This is established and monitored through the 5D+ evaluation system, learning walks, data dialogues, building improvement teams, and home-school connections.

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

2018-19 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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA MAP & Checklists, PSAT, SAT, discipline, attendance) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-out During Block Math Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier 1) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math Interventionist/Coach or STEAM Coach (K-12) (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's & the district's Literacy iRIP timelines) (5D+ A5) 12. Evidence & Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional high school counselor in 2018-19). <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$284618</p>	<p>Title I Part A, General Fund, Section 31a</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
---	---------------------------------	---------------	------------------	-------------------	-------------------	-----------------	--	--

Strategy 3:

Engagement - Strategy Narrative:

Parents/Guardians are vital to their students' academic achievement and school success. Through an open and accepting climate, staff members encourage & support home and school connected-learning via family learning opportunities, multiple means of communication, growth mindset applications, and avenues for active

involvement in their students’ education without cultural, social, economic, or other potential barriers. Observing/appraising the impact of family involvement is accomplished through perception surveys, talking, listening, PTOs, 5D+ discussions, student progress, and improvement meetings.

Engagement: Students & Families Engrossed in Learning

Category: Mathematics

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.

-Budge, K. & Parrett, W. (2018). Disrupting Poverty: Five Powerful Classroom Practices

-Henderson, A. & Berla, N. (1995). A New Generation of Evidence: The -Family Is Critical to Student Achievement. Washington, DC: Center for Law and Education, 14–16.

-National Coalition for Parent Involvement in education (2006). Research Review and Resources.

-K. Niehaus and J.L. Addelson. (2014) School support, parental involvement, and academic and social-emotional outcomes for English language learners, American Educational Research Journal 51, no. 4: 810-844.

Tier: Tier 1

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets & the Potential Power of Failure (5D+ A5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD (All 5D+)- If available in Northern-Lower Michigan 5. Active, Ownership of Learning (5D+SE2/CEC5) 6. Inquiry Learning, Questioning, & Quality of Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, Including Extended Families & Community Members (All 5D+) 10. Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) <p>Schools: All Schools</p>	Parent Involvement	Tier 1	Implement	06/11/2015	06/03/2019	\$56000	General Fund, Title I Part A	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)

Strategy Narrative:

To meet our ELA (Reading & Writing) goal of proficiency for all students (or 65% District CGP on S2019 NWEA Reading MAP), we are stressing CONSISTENCY ACROSS THE DISTRICT and currently use Lucy Calkins, Treasures, MAISA Units, Novels, and Leveled Readers as curriculum bases (K-12) to support evidence-driven teaching and learning. We connect MI's "shifts" in ELA practices using college & career-readiness benchmarks & MI standards that include progressive ELA skills and increased DOK levels from one grade to the next. This strategy will be monitored and supported through the 5D+ evaluation system & PLC, building, & district

data reviews to ensure relevant PD & PLC action items.(Note- It is our hope to review ELA texts & materials and purchase a consistent, aligned, evidence-based ELA resource K-5 within the next year.)

PLC Professional Development- Alignment of K-12 Curriculum Mapping to MI ELA (English & Writing) Content Standards & Associated Practices (Vertically & Horizontally)

Targeted Professional Development- District-designed, principal-led, & individually-directed PD will be selected for/by specific staff members and groups based upon data dialogues, evaluation protocols, new/updated curriculum needs, or teacher /student efficacy roll-outs.

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.

--Ainsworth, L. (2015). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, & Assessment

-Hattie, J. (2016 & 2017). Collective Teacher Efficacy

-Hattie, J. (2012). Visible Learning for Teachers: Maximizing Impact on Learning

-Gregory, G. & Kaufeldt (2015). The Motivated Brain: Improving Student Attention, Engagement, & Perseverance

-Curwin, R., Mender, A., & Mender, B.(2018) Discipline with Dignity: How to Build Responsibility, Relationships, & Respect in Your Classroom

- Bydge, K. & Parrett, W. (2018). Disrupting Poverty: Five Powerful Classroom Practices

Tier: Tier 1

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential ELA (English & Writing) MI Core Standards, Power Standards, and Essential Practices (geln) (K-12 & K-5) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 4. Literacy Interventionist/Coach K-5 (All 5D+) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Updated ELA Resources & Associated Training K-12 (5D+ P1-5, SE1-5, CP1-5, PCC1-2) 7. Evidence-Based, Reading & Writing (ELA) Instruction (5D+ P1-5, CP2,5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Support Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/01/2017</p>	<p>\$118675</p>	<p>General Fund, Title II Part A</p>	<p>Teachers Paraprofessionals Building and District Administrators</p>
---	------------------------------	---------------	------------------	-------------------	-------------------	-----------------	--------------------------------------	--

Activity - PLC Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>PLC Professional Development: Common & Consistent PLC Core ELA (English & Writing) Curriculum Maps Aligned to MI Standards & Practices with Special Focus on Priority Standards and Teacher/Student Efficacy-</p> <ol style="list-style-type: none"> 1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (All 5D+) 2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision-Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5) 3. Common Performance Tasks & Making Learning Visible per Hattie's Research (5D+ P3, SE1-5) <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$55000</p>	<p>Title II Part A, General Fund</p>	<p>Admin Teachers</p>

Strategy 2:

Data-Driven Interventions - Strategy Narrative:

District-wide improvement teams progress monitor achievement (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MTSS) is provided to address student proficiency needs. Academic paraprofessionals and specialized teachers assist classroom teachers in tiered interventions (T1-T3) that include online, ELA, practice sites, push-in/pull-out additional supports, additional services from our Char-Em team, tablet apps, & evidence-based learning extensions. This is established and monitored through the 5D+ evaluation system, learning walks, data dialogues, building/district improvement teams, principals, Illuminate data, iRIP protocols, 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.

-Ainsworth, L. (2015). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, & Assessments

Tier: Tier 2

Activity - Tiered Supports and Services (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialogs and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA (MAP & Checklists), PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team Meetings (Monthly CTMs much like a Child Study Team (5D+ PCC1&3) 3. Primarily Push-in & Some Pull-out During Block ELA Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier 1) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL (K-12) (5D+ CEC1-5) 9. Literacy/ELA K-5 Interventionists/Coaches (Tiers 1 & 3) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a Services) (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional ELA intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$305908</p>	<p>Section 31a, Title I Part A, Title IV Part A, General Fund</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---	--

Strategy 3:

Engagement - Strategy Narrative:

2018-19 District Improvement Plan

Public Schools of Petoskey

Parents/Guardians are vital to their students' academic achievement and school success. Through an open and accepting climate, staff members encourage & support home and school connected-learning via family learning opportunities, multiple means of communication, growth mindset applications, and avenues for active involvement in their students' education without cultural, social, economic, or other potential barriers. Observing/appraising the impact of family involvement is accomplished through perception surveys, talking, listening, PTOs, 5D+ discussions, student progress, and improvement meetings.

Engagement: Students & Families Engrossed in Learning

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.

-Budge, K. & Parrett, W. (2018). Disrupting Poverty: Five Powerful Classroom Practices

-National Center for Children in Poverty (2014). State Policies through a Two-Generation Lens.

-Castro, Exposito-Casas, et al (2015). Parental involvement on student academic achievement: A meta-analysis, Educational Research Review 14: 33-46

-K. Niehaus and J.L. Addelson. (2014) School support, parental involvement, and academic and social-emotional outcomes for English language learners, American Educational Research Journal 51, no. 4: 810-844.

-Ross (2015). The Case for a Two-Generation Approach for Educating English Language Learners. Washington, D.C.: Center for American Progress

Tier: Tier 1

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (FVA K-12) (5D+ CEC1&5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD If Available in Northern Lower Michigan (All 5D+) 5. Active, Ownership, of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) <p>Schools: All Schools</p>	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$101000</p>	<p>General Fund, Title II Part A</p>	<p>Teachers Paraprofessionals Support Staff Building/District Administrators</p>
---	---------------------------	---------------	----------------	-------------------	-------------------	-----------------	--------------------------------------	--

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 of proficiency for all students (or 65% District CGP on S2019 NWEA Science MAP), we are stressing CONSISTENCY ACROSS THE DISTRICT and currently use MI Science Standards and Practices (per NGSS) to guide our curriculum choice(s) for teaching and learning purposes. This will be our first year to use the FOSS Science Kit Series K-8th in support of aligned, evidence-based teaching and learning. Strategies will be monitored and supported through the 5D+ evaluation system & PLC, building, & district data reviews to ensure relevant PD & PLC action items.

PLC Professional Development: Alignment of Curriculum to MI Content Standards & Associated Practices (Vertically & Horizontally) Using FOSS Science Kits K-8 and

Inquiry Learning and Modeling 9-12th.

Targeted Professional Development: District-designed, principal-led, & individually-directed PD will be selected for/by specific staff members and groups based upon data dialogues, evaluation protocols, new/updated curriculum needs, or teacher /student efficacy roll-outs.

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."

FOSS Science

-Ainsworth (2015) Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, & Assessment

Tier: Tier 1

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Reading Apprenticeship (RA) in Science Classrooms- 4-12th (All 5D+)- If available in Northern Lower Michigan 2. Specific FOSS Training at Grade Levels & for Targeted Staff to be Train-the-Trainers 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP4) 6. STEAM Coach K-12 (All 5D+) 7. Evidence-based Core Science Instruction (5D+ CP2,5, P1-5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Supported Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (5D+ CP5) 14. Engineering, Inquiry, & Modeling (5D+ P1-5) 15. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5) <p>Schools: All Schools</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$60611</p>	<p>Title II Part A, General Fund</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	------------------------------	---------------	------------------	-------------------	-------------------	----------------	--------------------------------------	--

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Science Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <p>1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (5D+ P,CP,PCC,A)</p> <p>2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. STEM/STEAM Learning Connections and Common Performance Tasks Using Inquiry, Modeling, & Engineering Protocols (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3)</p> <p>4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	09/01/2017	06/14/2019	\$55000	Title II Part A, General Fund	Admin Teachers
--	-----------------------	--------	-----------	------------	------------	---------	-------------------------------	----------------

Strategy 2:

Data-Driven Interventions - Strategy Narrative:

District-wide improvement teams progress monitor achievement (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MTSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in Tiered interventions that include practice sites (both online & in classrooms), push-in/pull-out supports, tablet apps, & evidence-based learning extensions. This is established and monitored through the 5D+ evaluation system, learning walks, data dialogues, building improvement teams, 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., Aphthorp, 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).

2018-19 District Improvement Plan

Public Schools of Petoskey

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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for “at risk” students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$187196</p>	<p>Title IV Part A, Section 31a, Title I Part A, Title II Part A, General Fund</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
---	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	--	--

Strategy 3:

Engagement - Strategy Narrative:

Parents/Guardians are vital to their students' academic achievement and school success. Through an open and accepting climate, staff members encourage & support home/school-connected learning via family learning opportunities, multiple means of communication, growth mindset applications, and avenues for active involvement in their students' education without cultural, social, economic, or other potential barriers. Observing/appraising the impact of family involvement is accomplished through perception surveys, talking, listening, PTOs, 5D+ discussions, student progress, and improvement meetings.

Engagement: Students & Families Engrossed in Learning

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.

-Castro, Exposito-Casas, et al (2015). Parental involvement on student academic achievement: A meta-analysis, Educational Research Review 14: 33-46.

-The National Center on Parent, Family, and Community Engagement (2015). Family Engagement and School Readiness (Washington, D.C.: NCPFCE)

-K. Niehaus and J.L. Addelson. (2014) School support, parental involvement, and academic and social-emotional outcomes for English language learners, American Educational Research Journal 51, no. 4: 810-844.

-Ross (2015). The Case for a Two-Generation Approach for Educating English Language Learners. Washington, D.C.: Center for American Progress

Tier: Tier 1

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ CEC4&5) 2. Full Value Agreement (K-12 FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Othes (5D+ SE1-5) 5. Inquiry Learning & Active Ownership of Learning (5D+SE2, CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 9. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 10. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) <p>Schools: All Schools</p>	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$72900</p>	<p>Title II Part A, General Fund, Section 31a</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	----------------------------	---------------	------------------	-------------------	-------------------	----------------	---	--

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 will use our ELA target of proficiency for all students (or 65% District CGP on S2019 NWEA Reading MAP). We are stressing CONSISTENCY ACROSS THE DISTRICT and using the revised MI Social Studies 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 that is designed for the entire staff or more targeted for specific staff members and groups based on data dialogues and evaluation protocols

PLC Professional Development- Alignment of K-12 Curriculum Mapping to MI Content Social Studies Standards & Associated Practices (Vertically & Horizontally)

2018-19 District Improvement Plan

Public Schools of Petoskey

Targeted Professional Development- District-designed, principal-led, & individually-directed PD will be selected for/by specific staff members and groups based upon data dialogues, evaluation protocols, new/updated curriculum needs, or teacher /student efficacy roll-outs.

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.

-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/>.

- Hattie J. (2016 & 2017). Collective Teacher Efficacy

- Ainsworth, L. (2015). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, & Assessments

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 & Consistent PLC Core Social Studies Curriculum Maps Aligned to MI Social Studies Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <p>1. Mapping Consistent, Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria & Assessments (formative/summative) (All 5D+)</p> <p>2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. Use C3 Framework Dimensions and Common Performance Tasks (5D+ CP1-3, P1-5, SE1-5)</p> <p>Schools: All Schools</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$54000	General Fund	Teachers Paraprofessionals District/Building Administrators

2018-19 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
Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning- PD Targeted for Specific Teachers or Groups of Educators- 1. Essential Math MI Core Standards, Power Standards, & Essential Practices 2. Literacy Interventionist/Coach (All 5D+) 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. ELL/DLL Evidence-Based Practices (5D+ CP5) 6. Evidence-Based Core Instruction (5D+ CP2,5) 7. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 8. New MI SS Content Standards & C3 Framework (5D+ P1-5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC4-5) 15. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) Schools: All Schools	Professional Learning	Tier 1	Implement	06/14/2019	06/14/2019	\$60111	Title II Part A, General Fund	Admin Teachers

Strategy 2:

Data-Driven Interventions - Strategy Narrative:

District-wide improvement teams progress monitor achievement (every 3-6 weeks) to locate areas of success/weakness. A tiered intervention plan (MTSS) is provided to address student proficiency needs. Academic paraprofessionals assist teachers in tiered interventions that include practice sites (e.g., academic labs), push-in/pull-out supports, tablet apps, & evidence-based learning extensions. This is established and monitored through the 5D+ evaluation system, learning walks, data dialogues, building improvement teams, and home-school connections

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.

2018-19 District Improvement Plan

Public Schools of Petoskey

-
- 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 (MTSS)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (including M-STEP, NWEA, PSAT, SAT, Attendance, Discipline, Funding) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math or Literacy/ELA K-5) Interventionist/Coach K-5 or K-12 (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018) <p>Schools: All Schools</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$185881</p>	<p>Title IV Part A, General Fund, Title I Part A, Section 31a</p>	<p>Teachers Paraprofessionals Building Administrators</p>
---	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---	---

Strategy 3:

Engagement - Strategy Narrative:

Parents/Guardians are vital to their students' academic achievement and school success. Through an open and accepting climate, staff members encourage & support

home/school-connected learning via family learning opportunities, multiple means of communication, growth mindset applications, and avenues for active involvement in their students' education without cultural, social, economic, or other potential barriers. Observing/appraising the impact of family involvement is accomplished through perception surveys, talking, listening, PTOs, 5D+ discussions, student progress, and improvement meetings.

Engagement: Students & Families Engrossed in Learning

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.

-The National Center on Parent, Family, and Community Engagement (2015). Family Engagement and School Readiness (Washington, D.C.: NCPFCE)

-Reid (2015). Parent engagement on rise as priority for districts, schools, Education Week

--K. Niehaus and J.L. Addelson. (2014) School support, parental involvement, and academic and social-emotional outcomes for English language learners, American Educational Research Journal 51, no. 4: 810-844.

-Ross (2015). The Case for a Two-Generation Approach for Educating English Language Learners. Washington, D.C.: Center for American Progress

Tier: Tier 1

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

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5, CEC1-5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD if available in Northern-Lower MI (All 5D+) 5. Active, Ownership of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. Social Studies Core Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Implementa tion</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$71900</p>	<p>Section 31a, General Fund</p>	<p>Teachers Paraprofes sionals Building/Dis trict Administrat ors</p>
<p>Schools: All Schools</p>								

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:

Culture of Caring that Supports Student Growth - Strategy

Increase Engagement & Supports for Economically Disadvantaged Youth While Reinforcing Academic and Social-Emotional Well-being and Health: 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 and structures of support for health care (physical or mental), trauma, homelessness, lack of regular schooling, environmental concerns, stress, economic hardship, abuse, and academic difficulties.

Category: School Culture

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.

2018-19 District Improvement Plan

Public Schools of Petoskey

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>.
- National Center for Children in Poverty (2013). Parent Engagement from Preschool through Grade 3
- Schultz, Dana, Jaycox, et al. (2017). Improving Outcomes for Children Exposed to Violence: Safe Start Promising Approaches. Santa Monica, CA: RAND Corporation
- Jaycox, Stein, & Wong (2014). School Intervention Related to School and Community Violence. Child and Adolescent Psychiatric Clinics of North America, v. 23, p. 281-293
- Center for American Progress (2015). The Case for a Two-Generation Approach for Educating English Language Learners.
- National Association for the Education of Young Children. Engaging Diverse Families Project.

Tier: Tier 2

Activity - Wrap-Around Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Wrap-Around Services-</p> <p>This activity includes district, parent, and community resources working as a whole to support a student or groups of students (or family/families). It may mean that a child receives: Extended learning opportunities, access to credit recovery labs, time with counselors for 1-on-1 assistance, smaller learning environments, additional support in the classroom from paraprofessionals or tutors, connections to the Health Department, Community Action Agency, local health-care providers like Community Mental Health or Alcona Health Care System, or additional Charlevoix-Emmet ISD resources.</p> <p>Schools: All Schools</p>	<p>Professional Learning, Academic Support Program, Teacher Collaboration, Community Engagement, Supplemental Materials, Parent Involvement, Direct Instruction, Behavioral Support Program</p>	Tier 2	Getting Ready	09/05/2016	06/03/2019	\$6500	General Fund	Teachers Paraprofessionals Counselors Administrators Community Partners
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> 1. Understanding Influences of Poverty on Learning & Life (5D+ SE3,4) 2. Supporting Students with Past/Current Trauma (5D+ SE3,4) 3. Strength of Offering Hope/Mindfulness (5D+ SE3,4) 4. Power of Growth Mindsets & Hope (5D+ CEC4&5) 5. Relationship Building in Schools (5D+ CEC4,5) 6. PBIS/SEL Supports (5D+ CEC1-5) 7. Benefits of/Building "Sense of Belonging" in a Positive Classroom Climate & Culture (CEC1-5) 8. ELL/DLL Supports for Students, Families, & Staff (5D+ CP5) 9. Book Studies- The Motivated Brain, Discipline with Dignity, Growth Mindsets, & Disrupting Poverty, <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>\$208000</p>	<p>Title II Part A, Title I Part A, General Fund</p>	<p>Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)</p>
Activity - Student Supports & Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Student & Adult Supports to-</p> <p>Build Self-Efficacy: Understand their won ability to engage and successfully complete tasks (academic & non-academic) by giving and receiving necessary help and resources, building internal and external stamina, and using interpersonal/personal communication, respect, stamina, and perseverance.</p> <p>Use a System of Justice: To have the ability to give and take Restorative Justice for self and others by finding and working on root causes, building community, sharing values, and connecting outcomes to making amends and forgiveness</p> <p>Using patience and understanding to:</p> <ol style="list-style-type: none"> 1. Involve District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Find Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. Increasing Meaningful Engagement Through Active Learning Environments (5D+SE2/CEC5) 4. Use the District's PBIS/SEL/FVA Supports (5D+ CEC1-5) 5. Take part in the High School's Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Help Others/Have Others Help You in the Credit Recovery Programs (9-12th) (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Connect with Community Agencies & Services (5D+ PCC1-2) 9. Links (or Mentoring) Type of Programs in Multiple District Buildings <p>Schools: All Schools</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$322610</p>	<p>Title I Part A, General Fund, Section 31a, Title IV Part A</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</p>
--	-----------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---	---

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	PD Targeted for Specific Teachers or Groups- 1. Understanding Influences of Poverty on Learning & Life (5D+ SE3,4) 2. Supporting Students with Past/Current Trauma (5D+ SE3,4) 3. Strength of Offering Hope/Mindfulness (5D+ SE3,4) 4. Power of Growth Mindsets & Hope (5D+ CEC4&5) 5. Relationship Building in Schools (5D+ CEC4,5) 6. PBIS/SEL Supports (5D+ CEC1-5) 7. Benefits of/Building "Sense of Belonging" in a Positive Classroom Climate & Culture (CEC1-5) 8. ELL/DLL Supports for Students, Families, & Staff (5D+ CP5) 9. Book Studies- The Motivated Brain, Discipline with Dignity, Growth Mindsets, & Disrupting Poverty,	Professional Learning	Tier 3	Implement	09/05/2016	06/03/2019	\$2000	Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)

2018-19 District Improvement Plan

Public Schools of Petoskey

Targeted Professional Development-	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning- PD Targeted for Specific Teachers or Groups of Educators-</p> <ol style="list-style-type: none"> 1. Essential Math MI Core Standards, Power Standards, & Essential Practices 2. Literacy Interventionist/Coach (All 5D+) 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. ELL/DLL Evidence-Based Practices (5D+ CP5) 6. Evidence-Based Core Instruction (5D+ CP2,5) 7. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 8. New MI SS Content Standards & C3 Framework (5D+ P1-5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC4-5) 15. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 	Professional Learning	Tier 1	Implement	06/14/2019	06/14/2019	\$6111	Admin Teachers
------------------------------------	---	-----------------------	--------	-----------	------------	------------	--------	----------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Reading Apprenticeship (RA) in Science Classrooms- 4-12th (All 5D+)- If available in Northern Lower Michigan 2. Specific FOSS Training at Grade Levels & for Targeted Staff to be Train-the-Trainers 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP4) 6. STEAM Coach K-12 (All 5D+) 7. Evidence-based Core Science Instruction (5D+ CP2,5, P1-5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Supported Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (5D+ CP5) 14. Engineering, Inquiry, & Modeling (5D+ P1-5) 15. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$6611</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common & Consistent PLC Core ELA (English & Writing) Curriculum Maps Aligned to MI Standards & Practices with Special Focus on Priority Standards and Teacher/Student Efficacy-</p> <ol style="list-style-type: none"> 1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (All 5D+) 2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision-Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5) 3. Common Performance Tasks & Making Learning Visible per Hattie's Research (5D+ P3, SE1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$1000</p>	<p>Admin Teachers</p>

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>PLC Professional Development-</p>	<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Science Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <p>1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (5D+ P,CP,PCC,A) 2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5) 3. STEM/STEAM Learning Connections and Common Performance Tasks Using Inquiry, Modeling, & Engineering Protocols (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3) 4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$1000</p>	<p>Admin Teachers</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Mathematics Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy-</p> <p>1. Mapping Consistent Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (5D+ P,CP,PCC,A) 2. Use of the Improvement Cycle: Data dialogs, analysis, & decision making using Illuminate & other data (5D+ P1,5, PCC1-5, CP2,5) 3. Common Performance Tasks & Making Math Visible (e.g. On Cloud Nine & Hattie) (5D+ P3, SE1-5)</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$1000</p>	<p>Building & District Administrators ISD Consultants Teacher Teams</p>

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$1315</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	---------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

Targeted Professional Development	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential ELA (English & Writing) MI Core Standards, Power Standards, and Essential Practices (geln) (K-12 & K-5) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 4. Literacy Interventionist/Coach K-5 (All 5D+) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Updated ELA Resources & Associated Training K-12 (5D+ P1-5, SE1-5, CP1-5, PCC1-2) 7. Evidence-Based, Reading & Writing (ELA) Instruction (5D+ P1-5, CP2,5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Support Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) 	Professional Learning	Tier 1	Implement	06/11/2015	06/01/2017	\$24470	Tachers Paraprofessionals Building and District Administrators
-----------------------------------	---	-----------------------	--------	-----------	------------	------------	---------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (FVA K-12) (5D+ CEC1&5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD If Available in Northern Lower Michigan (All 5D+) 5. Active, Ownership, of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$1000</p>	<p>Teachers Paraprofessionals Support Staff Building/District Administrators</p>
---------------------------------	---	---------------------------	---------------	----------------	-------------------	-------------------	---------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential Math Practices and Power Standards (Using MI Core Standards & Eureka Math K-5, Glencoe Math 6-8, & Various Companies 9-12) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (K-12) (5D+ CEC4&5, SE3-4) 4. Math Interventionist or STEAM/Math Coach K-12 (All 5D+) 5. Differentiation of Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Glencoe Math (6-8) Updates & Training-- Including ALEKS Online (5D+ P1-5) 7. Eureka Math (K-5) Updated Resources & Training (5D+ P1-5, SE1-5, CP1-5, PCC1-2)-- Including Parent Components 8. Evidence-Based Core Instruction (5D+ CP2,5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-5) 14. ELL/DLL Evidence-Based Practices (5D+ CP5) 15. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$22161</p>	<p>Administrators Teachers Teaching and Learning Director</p>
--	--	------------------------------	---------------	------------------	-------------------	-------------------	----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

Educational Team Members	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ CEC4&5) 2. Full Value Agreement (K-12 FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Othes (5D+ SE1-5) 5. Inquiry Learning & Active Ownership of Learning (5D+SE2, CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 9. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 10. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 	Implementation	Tier 1	Implement	06/11/2015	06/03/2019	\$1000	Teachers Paraprofessionals Building/District Administrators
--------------------------	--	----------------	--------	-----------	------------	------------	--------	---

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$17031</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA MAP & Checklists, PSAT, SAT, discipline, attendance) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-out During Block Math Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier 1) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math Interventionist/Coach or STEAM Coach (K-12) (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's & the district's Literacy iRIP timelines) (5D+ A5) 12. Evidence & Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional high school counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$87413</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	---	---------------------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (including M-STEP, NWEA, PSAT, SAT, Attendance, Discipline, Funding) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math or Literacy/ELA K-5) Interventionist/Coach K-5 or K-12 (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018) 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$17031</p>	<p>Teachers Paraprofessionals Building Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Student Supports & Services</p>	<p>Student & Adult Supports to- Build Self-Efficacy: Understand their won ability to engage and successfully complete tasks (academic & non-academic) by giving and receiving necessary help and resources, building internal and external stamina, and using interpersonal/personal communication, respect, stamina, and perseverance.</p> <p>Use a System of Justice: To have the ability to give and take Restorative Justice for self and others by finding and working on root causes, building community, sharing values, and connecting outcomes to making amends and forgiveness</p> <p>Using patience and understanding to: 1. Involve District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Find Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. Increasing Meaningful Engagement Through Active Learning Environments (5D+SE2/CEC5) 4. Use the District's PBIS/SEL/FVA Supports (5D+ CEC1-5) 5. Take part in the High School's Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Help Others/Have Others Help You in the Credit Recovery Programs (9-12th) (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Connect with Community Agencies & Services (5D+ PCC1-2) 9. Links (or Mentoring) Type of Programs in Multiple District Buildings</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$6775</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</p>
--	---	-----------------------------------	---------------	----------------	-------------------	-------------------	---------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialogs and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA (MAP & Checklists), PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team Meetings (Monthly CTMs much like a Child Study Team (5D+ PCC1&3) 3. Primarily Push-in & Some Pull-out During Block ELA Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL (K-12) (5D+ CEC1-5) 9. Literacy/ELA K-5 Interventionists/Coaches (Tiers 1 & 3) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a Services) (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional ELA intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$89413</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	--	---------------------------------	---------------	----------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets & the Potential Power of Failure (5D+ A5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD (All 5D+)- If available in Northern-Lower Michigan 5. Active, Ownership of Learning (5D+SE2/CEC5) 6. Inquiry Learning, Questioning, & Quality of Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, Including Extended Families & Community Members (All 5D+) 10. Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Parent Involvement</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>
<p>Professional Development</p>	<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> 1. Understanding Influences of Poverty on Learning & Life (5D+ SE3,4) 2. Supporting Students with Past/Current Trauma (5D+ SE3,4) 3. Strength of Offering Hope/Mindfulness (5D+ SE3,4) 4. Power of Growth Mindsets & Hope (5D+ CEC4&5) 5. Relationship Building in Schools (5D+ CEC4,5) 6. PBIS/SEL Supports (5D+ CEC1-5) 7. Benefits of/Building "Sense of Belonging" in a Positive Classroom Climate & Culture (CEC1-5) 8. ELL/DLL Supports for Students, Families, & Staff (5D+ CP5) 9. Book Studies- The Motivated Brain, Discipline with Dignity, Growth Mindsets, & Disrupting Poverty, 	<p>Professional Learning</p>	<p>Tier 3</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$6000</p>	<p>Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)</p>

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (including M-STEP, NWEA, PSAT, SAT, Attendance, Discipline, Funding) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math or Literacy/ELA K-5) Interventionist/Coach K-5 or K-12 (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018) 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$100000</p>	<p>Teachers Paraprofessionals Building Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ CEC4&5) 2. Full Value Agreement (K-12 FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Othes (5D+ SE1-5) 5. Inquiry Learning & Active Ownership of Learning (5D+SE2, CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 9. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 10. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$6050</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
---------------------------------	--	-----------------------	---------------	------------------	-------------------	-------------------	---------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA MAP & Checklists, PSAT, SAT, discipline, attendance) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-out During Block Math Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier 1) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math Interventionist/Coach or STEAM Coach (K-12) (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's & the district's Literacy iRIP timelines) (5D+ A5) 12. Evidence & Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional high school counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$103000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	---	---------------------------------	---------------	------------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5, CEC1-5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD if available in Northern-Lower MI (All 5D+) 5. Active, Ownership of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. Social Studies Core Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$6050</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
---------------------------------	--	-----------------------	---------------	------------------	-------------------	-------------------	---------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialogs and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA (MAP & Checklists), PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team Meetings (Monthly CTMs much like a Child Study Team (5D+ PCC1&3) 3. Primarily Push-in & Some Pull-out During Block ELA Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL (K-12) (5D+ CEC1-5) 9. Literacy/ELA K-5 Interventionists/Coaches (Tiers 1 & 3) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a Services) (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional ELA intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$103000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	--	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Student Supports & Services</p>	<p>Student & Adult Supports to- Build Self-Efficacy: Understand their won ability to engage and successfully complete tasks (academic & non-academic) by giving and receiving necessary help and resources, building internal and external stamina, and using interpersonal/personal communication, respect, stamina, and perseverance.</p> <p>Use a System of Justice: To have the ability to give and take Restorative Justice for self and others by finding and working on root causes, building community, sharing values, and connecting outcomes to making amends and forgiveness</p> <p>Using patience and understanding to: 1. Involve District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Find Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. Increasing Meaningful Engagement Through Active Learning Environments (5D+SE2/CEC5) 4. Use the District's PBIS/SEL/FVA Supports (5D+ CEC1-5) 5. Take part in the High School's Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Help Others/Have Others Help You in the Credit Recovery Programs (9-12th) (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Connect with Community Agencies & Services (5D+ PCC1-2) 9. Links (or Mentoring) Type of Programs in Multiple District Buildings</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$106339</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</p>
--	---	-----------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$100000</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	--

General Fund

2018-19 District Improvement Plan

Public Schools of Petoskey

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
PLC Professional Development	<p>PLC Professional Development: Common & Consistent PLC Core Social Studies Curriculum Maps Aligned to MI Social Studies Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <p>1. Mapping Consistent, Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria & Assessments (formative/summative) (All 5D+)</p> <p>2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. Use C3 Framework Dimensions and Common Performance Tasks (5D+ CP1-3, P1-5, SE1-5)</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$54000	Teachers Paraprofessionals District/Building Administrators
Educational Team Members	<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <p>1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5)</p> <p>2. Full Value Agreement (FVA K-12) (5D+ CEC1&5)</p> <p>3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5)</p> <p>4. RA/RAD If Available in Northern Lower Michigan (All 5D+)</p> <p>5. Active, Ownership, of Learning (5D+SE2, CEC5)</p> <p>6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1)</p> <p>7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5)</p> <p>8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2)</p> <p>9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+)</p> <p>10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2)</p>	Parent Involvement	Tier 2	Monitor	06/11/2015	06/03/2019	\$100000	Teachers Paraprofessionals Support Staff Building/District Administrators

2018-19 District Improvement Plan

Public Schools of Petoskey

Wrap-Around Services	<p>Wrap-Around Services-</p> <p>This activity includes district, parent, and community resources working as a whole to support a student or groups of students (or family/families). It may mean that a child receives: Extended learning opportunities, access to credit recovery labs, time with counselors for 1-on-1 assistance, smaller learning environments, additional support in the classroom from paraprofessionals or tutors, connections to the Health Department, Community Action Agency, local health-care providers like Community Mental Health or Alcona Health Care System, or additional Charlevoix-Emmet ISD resources.</p>	Professional Learning, Academic Support Program, Teacher Collaboration, Community Engagement, Supplemental Materials, Parent Involvement, Direct Instruction, Behavioral Support Program	Tier 2	Getting Ready	09/05/2016	06/03/2019	\$6500	Teachers Paraprofessionals Counselors Administrators Community Partners
Professional Development	<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> 1. Understanding Influences of Poverty on Learning & Life (5D+ SE3,4) 2. Supporting Students with Past/Current Trauma (5D+ SE3,4) 3. Strength of Offering Hope/Mindfulness (5D+ SE3,4) 4. Power of Growth Mindsets & Hope (5D+ CEC4&5) 5. Relationship Building in Schools (5D+ CEC4,5) 6. PBIS/SEL Supports (5D+ CEC1-5) 7. Benefits of/Building "Sense of Belonging" in a Positive Classroom Climate & Culture (CEC1-5) 8. ELL/DLL Supports for Students, Families, & Staff (5D+ CP5) 9. Book Studies- The Motivated Brain, Discipline with Dignity, Growth Mindsets, & Disrupting Poverty, 	Professional Learning	Tier 3	Implement	09/05/2016	06/03/2019	\$200000	Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)

2018-19 District Improvement Plan

Public Schools of Petoskey

Targeted Professional Development	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential ELA (English & Writing) MI Core Standards, Power Standards, and Essential Practices (geln) (K-12 & K-5) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 4. Literacy Interventionist/Coach K-5 (All 5D+) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Updated ELA Resources & Associated Training K-12 (5D+ P1-5, SE1-5, CP1-5, PCC1-2) 7. Evidence-Based, Reading & Writing (ELA) Instruction (5D+ P1-5, CP2,5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Support Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) 	Professional Learning	Tier 1	Implement	06/11/2015	06/01/2017	\$94205	Tachers Paraprofessionals Building and District Administrators
-----------------------------------	---	-----------------------	--------	-----------	------------	------------	---------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialogs and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA (MAP & Checklists), PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team Meetings (Monthly CTMs much like a Child Study Team (5D+ PCC1&3) 3. Primarily Push-in & Some Pull-out During Block ELA Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL (K-12) (5D+ CEC1-5) 9. Literacy/ELA K-5 Interventionists/Coaches (Tiers 1 & 3) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a Services) (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional ELA intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$110495</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	--	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Student Supports & Services</p>	<p>Student & Adult Supports to- Build Self-Efficacy: Understand their won ability to engage and successfully complete tasks (academic & non-academic) by giving and receiving necessary help and resources, building internal and external stamina, and using interpersonal/personal communication, respect, stamina, and perseverance.</p> <p>Use a System of Justice: To have the ability to give and take Restorative Justice for self and others by finding and working on root causes, building community, sharing values, and connecting outcomes to making amends and forgiveness</p> <p>Using patience and understanding to: 1. Involve District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Find Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. Increasing Meaningful Engagement Through Active Learning Environments (5D+SE2/CEC5) 4. Use the District's PBIS/SEL/FVA Supports (5D+ CEC1-5) 5. Take part in the High School's Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Help Others/Have Others Help You in the Credit Recovery Programs (9-12th) (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Connect with Community Agencies & Services (5D+ PCC1-2) 9. Links (or Mentoring) Type of Programs in Multiple District Buildings</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$200000</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</p>
--	---	-----------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets & the Potential Power of Failure (5D+ A5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD (All 5D+)- If available in Northern-Lower Michigan 5. Active, Ownership of Learning (5D+SE2/CEC5) 6. Inquiry Learning, Questioning, & Quality of Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, Including Extended Families & Community Members (All 5D+) 10. Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$54000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
---------------------------------	--	---------------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ CEC4&5) 2. Full Value Agreement (K-12 FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Othes (5D+ SE1-5) 5. Inquiry Learning & Active Ownership of Learning (5D+SE2, CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 9. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 10. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$65850</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common & Consistent PLC Core ELA (English & Writing) Curriculum Maps Aligned to MI Standards & Practices with Special Focus on Priority Standards and Teacher/Student Efficacy-</p> <ol style="list-style-type: none"> 1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (All 5D+) 2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision-Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5) 3. Common Performance Tasks & Making Learning Visible per Hattie's Research (5D+ P3, SE1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$54000</p>	<p>Admin Teachers</p>

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$65850</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Reading Apprenticeship (RA) in Science Classrooms- 4-12th (All 5D+)- If available in Northern Lower Michigan 2. Specific FOSS Training at Grade Levels & for Targeted Staff to be Train-the-Trainers 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP4) 6. STEAM Coach K-12 (All 5D+) 7. Evidence-based Core Science Instruction (5D+ CP2,5, P1-5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Supported Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (5D+ CP5) 14. Engineering, Inquiry, & Modeling (5D+ P1-5) 15. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$54000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	--	------------------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (including M-STEP, NWEA, PSAT, SAT, Attendance, Discipline, Funding) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math or Literacy/ELA K-5) Interventionist/Coach K-5 or K-12 (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018) 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$65850</p>	<p>Teachers Paraprofessionals Building Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA MAP & Checklists, PSAT, SAT, discipline, attendance) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-out During Block Math Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier 1) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math Interventionist/Coach or STEAM Coach (K-12) (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's & the district's Literacy iRIP timelines) (5D+ A5) 12. Evidence & Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional high school counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$94205</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	---	---------------------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5, CEC1-5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD if available in Northern-Lower MI (All 5D+) 5. Active, Ownership of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. Social Studies Core Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$65850</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Mathematics Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy-</p> <ol style="list-style-type: none"> 1. Mapping Consistent Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (5D+ P,CP,PCC,A) 2. Use of the Improvement Cycle: Data dialogs, analysis, & decision making using Illuminate & other data (5D+ P1,5, PCC1-5, CP2,5) 3. Common Performance Tasks & Making Math Visible (e.g. On Cloud Nine & Hattie) (5D+ P3, SE1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$54000</p>	<p>Building & District Administrators ISD Consultants Teacher Teams</p>

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development-</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning- PD Targeted for Specific Teachers or Groups of Educators-</p> <ol style="list-style-type: none"> 1. Essential Math MI Core Standards, Power Standards, & Essential Practices 2. Literacy Interventionist/Coach (All 5D+) 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. ELL/DLL Evidence-Based Practices (5D+ CP5) 6. Evidence-Based Core Instruction (5D+ CP2,5) 7. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 8. New MI SS Content Standards & C3 Framework (5D+ P1-5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC4-5) 15. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/14/2019</p>	<p>06/14/2019</p>	<p>\$54000</p>	<p>Admin Teachers</p>
---	---	------------------------------	---------------	------------------	-------------------	-------------------	----------------	-----------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>PLC Professional Development-</p>	<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Science Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <p>1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (5D+ P,CP,PCC,A)</p> <p>2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. STEM/STEAM Learning Connections and Common Performance Tasks Using Inquiry, Modeling, & Engineering Protocols (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3)</p> <p>4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$54000</p>	<p>Admin Teachers</p>
--------------------------------------	--	------------------------------	---------------	------------------	-------------------	-------------------	----------------	-----------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential Math Practices and Power Standards (Using MI Core Standards & Eureka Math K-5, Glencoe Math 6-8, & Various Companies 9-12) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (K-12) (5D+ CEC4&5, SE3-4) 4. Math Interventionist or STEAM/Math Coach K-12 (All 5D+) 5. Differentiation of Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Glencoe Math (6-8) Updates & Training-- Including ALEKS Online (5D+ P1-5) 7. Eureka Math (K-5) Updated Resources & Training (5D+ P1-5, SE1-5, CP1-5, PCC1-2)-- Including Parent Components 8. Evidence-Based Core Instruction (5D+ CP2,5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-5) 14. ELL/DLL Evidence-Based Practices (5D+ CP5) 15. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$94205</p>	<p>Administrators Teachers Teaching and Learning Director</p>
--	--	------------------------------	---------------	------------------	-------------------	-------------------	----------------	---

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------	-------	------------	----------	-------------------	-------------------

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (including M-STEP, NWEA, PSAT, SAT, Attendance, Discipline, Funding) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math or Literacy/ELA K-5) Interventionist/Coach K-5 or K-12 (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018) 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$3000</p>	<p>Teachers Paraprofessionals Building Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	---------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$3000</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	---------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialogs and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA (MAP & Checklists), PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team Meetings (Monthly CTMs much like a Child Study Team (5D+ PCC1&3) 3. Primarily Push-in & Some Pull-out During Block ELA Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL (K-12) (5D+ CEC1-5) 9. Literacy/ELA K-5 Interventionists/Coaches (Tiers 1 & 3) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a Services) (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional ELA intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$3000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	--	---------------------------------	---------------	----------------	-------------------	-------------------	---------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Student Supports & Services</p>	<p>Student & Adult Supports to- Build Self-Efficacy: Understand their won ability to engage and successfully complete tasks (academic & non-academic) by giving and receiving necessary help and resources, building internal and external stamina, and using interpersonal/personal communication, respect, stamina, and perseverance.</p> <p>Use a System of Justice: To have the ability to give and take Restorative Justice for self and others by finding and working on root causes, building community, sharing values, and connecting outcomes to making amends and forgiveness</p> <p>Using patience and understanding to: 1. Involve District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Find Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. Increasing Meaningful Engagement Through Active Learning Environments (5D+SE2/CEC5) 4. Use the District's PBIS/SEL/FVA Supports (5D+ CEC1-5) 5. Take part in the High School's Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Help Others/Have Others Help You in the Credit Recovery Programs (9-12th) (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Connect with Community Agencies & Services (5D+ PCC1-2) 9. Links (or Mentoring) Type of Programs in Multiple District Buildings</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$9496</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</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 & Consistent PLC Core Curriculum Mathematics Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy-</p> <p>1. Mapping Consistent Content Practices, Pacing, Student Learning Targets, & Assessments (formative/summative) (5D+ P,CP,PCC,A)</p> <p>2. Use of the Improvement Cycle: Data dialogs, analysis, & decision making using Illuminate & other data (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. Common Performance Tasks & Making Math Visible (e.g. On Cloud Nine & Hattie) (5D+ P3, SE1-5)</p>	Professional Learning	Tier 1	Implement	06/11/2015	06/03/2019	\$55000	Building & District Administrators ISD Consultants Teacher Teams

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential ELA (English & Writing) MI Core Standards, Power Standards, and Essential Practices (geln) (K-12 & K-5) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 4. Literacy Interventionist/Coach K-5 (All 5D+) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Updated ELA Resources & Associated Training K-12 (5D+ P1-5, SE1-5, CP1-5, PCC1-2) 7. Evidence-Based, Reading & Writing (ELA) Instruction (5D+ P1-5, CP2,5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Support Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/01/2017</p>	<p>\$118675</p>	<p>Teachers Paraprofessionals Building and District Administrators</p>
--	---	------------------------------	---------------	------------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Reading Apprenticeship (RA) in Science Classrooms- 4-12th (All 5D+)- If available in Northern Lower Michigan 2. Specific FOSS Training at Grade Levels & for Targeted Staff to be Train-the-Trainers 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP4) 6. STEAM Coach K-12 (All 5D+) 7. Evidence-based Core Science Instruction (5D+ CP2,5, P1-5) 8. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) Teacher Rounds (5D+ P, SE, CP, A, CEC, PCC) 9. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 10. Teacher Content Specialization (5D+ CP2&3) 11. Using Technology to Supported Teaching & Learning (5D+ CP5) 12. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 13. ELL/DLL Evidence-Based Practices (5D+ CP5) 14. Engineering, Inquiry, & Modeling (5D+ P1-5) 15. School-Wide PBIS/SEL (K-5th) (5D+ CEC4-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$60611</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
<p>PLC Professional Development</p>	<p>PLC Professional Development: Common & Consistent PLC Core Social Studies Curriculum Maps Aligned to MI Social Studies Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <ol style="list-style-type: none"> 1. Mapping Consistent, Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria & Assessments (formative/summative) (All 5D+) 2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5) 3. Use C3 Framework Dimensions and Common Performance Tasks (5D+ CP1-3, P1-5, SE1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$54000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA MAP & Checklists, PSAT, SAT, discipline, attendance) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-out During Block Math Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier 1) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math Interventionist/Coach or STEAM Coach (K-12) (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's & the district's Literacy iRIP timelines) (5D+ A5) 12. Evidence & Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional high school counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$284618</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	---	---------------------------------	---------------	------------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets & the Potential Power of Failure (5D+ A5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD (All 5D+)- If available in Northern-Lower Michigan 5. Active, Ownership of Learning (5D+SE2/CEC5) 6. Inquiry Learning, Questioning, & Quality of Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, Including Extended Families & Community Members (All 5D+) 10. Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$56000</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
---------------------------------	--	---------------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports and Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialogs and District Data Coach (e.g., DRA2, DIBELS, MLPP, M-STEP, NWEA (MAP & Checklists), PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team Meetings (Monthly CTMs much like a Child Study Team (5D+ PCC1&3) 3. Primarily Push-in & Some Pull-out During Block ELA Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL (K-12) (5D+ CEC1-5) 9. Literacy/ELA K-5 Interventionists/Coaches (Tiers 1 & 3) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a Services) (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional ELA intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$305908</p>	<p>Teachers Paraprofessionals District/Building Administrators</p>
--	--	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Team Members: Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (FVA K-12) (5D+ CEC1&5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD If Available in Northern Lower Michigan (All 5D+) 5. Active, Ownership, of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Parent Involvement</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$101000</p>	<p>Teachers Paraprofessionals Support Staff Building/District Administrators</p>
---------------------------------	---	---------------------------	---------------	----------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and Data Coach (NWEA, PSAT, SAT, attendance, discipline, funding) (All 5D+) 2. Collaborative Team (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Times or Academic Labs (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5,SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5,SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. STEM/STEAM Coach (K-12) (All 5D+) 10. Consistent Entrance/Exit Criteria (Title/31a) (5D+ A5) 11. Consistent Screening & Progress Monitoring (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse & other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional Science intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018-19). 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/01/2016</p>	<p>06/03/2019</p>	<p>\$187196</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ CEC4&5) 2. Full Value Agreement (K-12 FVA) (5D+ CEC4&5) 3. RA (All 5D+) 4. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Othes (5D+ SE1-5) 5. Inquiry Learning & Active Ownership of Learning (5D+SE2, CEC5) 6. Questioning & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. STEAM/STEM Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 9. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 10. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/11/2015</p>	<p>06/03/2019</p>	<p>\$72900</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
---------------------------------	--	-----------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Tiered Supports & Services (MTSS)</p>	<p>Tiered Supports & Services: Teams of support-service providers including PSP/EduStaff professionals/paraprofessionals, Char-Em ISD staff, volunteers, parent partners, and funding sources (e.g., PSP, Title 1A, 31a, 35a, and state/community revenue) provide academic, behavioral, and health (social/medical) services to meet student needs-</p> <ol style="list-style-type: none"> 1. Data-Driven Dialog Protocols and District Data Coach (including M-STEP, NWEA, PSAT, SAT, Attendance, Discipline, Funding) (All 5D+) 2. Collaborative Team Meetings (Monthly Building CTMs much like a Child Study Team) (5D+ PCC1&3) 3. Parapros Primarily Push-in & Some Pull-Out During Block Intervention Time (5D+ CP4) 4. Using a MTSS Model Ranging from Explicit Instruction (whole group Tier I) to Specific/Individualized Services (small group or individualized Tiers 2-3) (5D+ CP4-5, SE3-4, CEC4-5) 5. Differentiated Materials to Enhance Supports & Services (Tiers 1-3) (5D+ CP4-5, SE3-4, CEC4-5) 6. Credit Recovery & Online Learning Supports (5D+ P1-5, SE1-5, CP1-5, A1-5) 7. Summer School/Summer Learning Camps to Extend Learning Time & Involve Parents (5D+ P1-5, SE1-5, CP1-5, A1-5, CEC1-5, PCC1-2) 8. School-wide PBIS/SEL Models (K-12) (5D+ CEC1-5) 9. Math or Literacy/ELA K-5) Interventionist/Coach K-5 or K-12 (Tiers 1-3) (All 5D+) 10. Consistent Entrance/Exit Criteria for Title/31a Services (5D+ A5) 11. Consistent Screening & Progress Monitoring (Similar to Michigan's iRIP protocols) (5D+ A5) 12. Evidence/Content-Based MTSS Programs & Materials (per What Works Clearinghouse and other renowned research) (All 5D+) 13. ARC (PHS) & AC Labs (PMS) for additional intervention services by HQ teachers during the school day (5D+ CP1,3,4,5) 14. Additional PHS & PMS Counselor support for "at risk" students and families to positively impact student growth and well-being (per Alcona Mental Health Workers and an additional PHS counselor in 2018) 	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$185881</p>	<p>Teachers Paraprofessionals Building Administrators</p>
--	---	---------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Educational Team Members</p>	<p>Educational Engagement Teams & Families Work Together to Support Learning by Promoting-</p> <ol style="list-style-type: none"> 1. Growth Mindsets, Stamina, & the Potential Power of Failure (5D+ A5, CEC4&5) 2. Full Value Agreement (K-12 FVA & PBIS) (5D+ A5, CEC1-5) 3. Student Talk to Reflect Context of Curriculum Standards, Ways of Thinking, Evidence to Support Notions, and to Expand Ideas of Self & Others (5D+ SE1-5) 4. RA/RAD if available in Northern-Lower MI (All 5D+) 5. Active, Ownership of Learning (5D+SE2, CEC5) 6. Inquiry Learning, Questioning, & Quality Feedback (5D+ SE1) 7. Two-Way, Stakeholder Communication Using Multiple Means that Best Fit the Circumstance(s) (5D+ PCC2,5) 8. Open & Well-Planned Family Nights/School Functions (often including special services for young children, educational activities, and food) (5D+ PCC2) 9. Social Studies Core Programming w/ Open Forums for Viewing and Participation, including Extended Families & Community Members (All 5D+) 10. Connected Student & Family Support Services (Alcona Health Services, District Counselors, & Other Community Agencies & Services) (5D+ PCC1-2) 	<p>Implementation</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/03/2016</p>	<p>06/03/2019</p>	<p>\$71900</p>	<p>Teachers Paraprofessionals Building/District Administrators</p>
---------------------------------	--	-----------------------	---------------	------------------	-------------------	-------------------	----------------	--

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning-</p> <ol style="list-style-type: none"> 1. Essential Math Practices and Power Standards (Using MI Core Standards & Eureka Math K-5, Glencoe Math 6-8, & Various Companies 9-12) (All 5D+) 2. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 3. Growth Mindsets & Perseverance (K-12) (5D+ CEC4&5, SE3-4) 4. Math Interventionist or STEAM/Math Coach K-12 (All 5D+) 5. Differentiation of Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 6. Glencoe Math (6-8) Updates & Training-- Including ALEKS Online (5D+ P1-5) 7. Eureka Math (K-5) Updated Resources & Training (5D+ P1-5, SE1-5, CP1-5, PCC1-2)-- Including Parent Components 8. Evidence-Based Core Instruction (5D+ CP2,5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-5) 14. ELL/DLL Evidence-Based Practices (5D+ CP5) 15. School-Wide PBIS/SEL (K-12) (5D+ CEC1-5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$116366</p>	<p>Administrators Teachers Teaching and Learning Director</p>
--	--	------------------------------	---------------	------------------	-------------------	-------------------	-----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

Wrap-Around Services	<p>Wrap-Around Services-</p> <p>This activity includes district, parent, and community resources working as a whole to support a student or groups of students (or family/families). It may mean that a child receives: Extended learning opportunities, access to credit recovery labs, time with counselors for 1-on-1 assistance, smaller learning environments, additional support in the classroom from paraprofessionals or tutors, connections to the Health Department, Community Action Agency, local health-care providers like Community Mental Health or Alcona Health Care System, or additional Charlevoix-Emmet ISD resources.</p>	Professional Learning, Academic Support Program, Teacher Collaboration, Community Engagement, Supplemental Materials, Parent Involvement, Direct Instruction, Behavioral Support Program	Tier 2	Getting Ready	09/05/2016	06/03/2019	\$6500	Teachers Paraprofessionals Counselors Administrators Community Partners
Professional Development	<p>PD Targeted for Specific Teachers or Groups-</p> <ol style="list-style-type: none"> 1. Understanding Influences of Poverty on Learning & Life (5D+ SE3,4) 2. Supporting Students with Past/Current Trauma (5D+ SE3,4) 3. Strength of Offering Hope/Mindfulness (5D+ SE3,4) 4. Power of Growth Mindsets & Hope (5D+ CEC4&5) 5. Relationship Building in Schools (5D+ CEC4,5) 6. PBIS/SEL Supports (5D+ CEC1-5) 7. Benefits of/Building "Sense of Belonging" in a Positive Classroom Climate & Culture (CEC1-5) 8. ELL/DLL Supports for Students, Families, & Staff (5D+ CP5) 9. Book Studies- The Motivated Brain, Discipline with Dignity, Growth Mindsets, & Disrupting Poverty, 	Professional Learning	Tier 3	Implement	09/05/2016	06/03/2019	\$208000	Teacher Administrators Counselors Community Partnerships (Camp Daggett) Petoskey Education Foundation (PEF)

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Student Supports & Services</p>	<p>Student & Adult Supports to- Build Self-Efficacy: Understand their won ability to engage and successfully complete tasks (academic & non-academic) by giving and receiving necessary help and resources, building internal and external stamina, and using interpersonal/personal communication, respect, stamina, and perseverance.</p> <p>Use a System of Justice: To have the ability to give and take Restorative Justice for self and others by finding and working on root causes, building community, sharing values, and connecting outcomes to making amends and forgiveness</p> <p>Using patience and understanding to: 1. Involve District Teams (Building & Alcona Health) (5D+ PCC1-2) 2. Find Adult Mentors & Peer-to-Peer Links (5D+ CEC 4) 3. Increasing Meaningful Engagement Through Active Learning Environments (5D+SE2/CEC5) 4. Use the District's PBIS/SEL/FVA Supports (5D+ CEC1-5) 5. Take part in the High School's Jump-Start Programs (Summer/Fall (6-9th) (5D+ CEC1-5) 7. Help Others/Have Others Help You in the Credit Recovery Programs (9-12th) (5D+ P1-5, SE1-5, CP1-5, A1-5) 8. Connect with Community Agencies & Services (5D+ PCC1-2) 9. Links (or Mentoring) Type of Programs in Multiple District Buildings</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/05/2016</p>	<p>06/03/2019</p>	<p>\$322610</p>	<p>Administrators Teachers RA Personnel/ Trainers Char-Em ISD</p>
--	---	-----------------------------------	---------------	----------------	-------------------	-------------------	-----------------	---

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>PLC Professional Development</p>	<p>PLC Professional Development: Common & Consistent PLC Core ELA (English & Writing) Curriculum Maps Aligned to MI Standards & Practices with Special Focus on Priority Standards and Teacher/Student Efficacy-</p> <p>1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (All 5D+)</p> <p>2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision-Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. Common Performance Tasks & Making Learning Visible per Hattie's Research (5D+ P3, SE1-5)</p>	<p>Professional Learning</p>	<p>Tier 1</p>		<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$55000</p>	<p>Admin Teachers</p>
<p>PLC Professional Development-</p>	<p>PLC Professional Development: Common & Consistent PLC Core Curriculum Science Maps Aligned to MI Standards & Practices with special focus on Priority Standards and teacher/student efficacy.</p> <p>1. Mapping Consistent Content-Specific Practices, Pacing, Student Learning Targets, Success Criteria, & Assessments (formative/summative) (5D+ P,CP,PCC,A)</p> <p>2. Use of the Improvement Cycle: Data Dialogs, Analysis, & Decision Making Using Illuminate & Other Data Sources (5D+ P1,5, PCC1-5, CP2,5)</p> <p>3. STEM/STEAM Learning Connections and Common Performance Tasks Using Inquiry, Modeling, & Engineering Protocols (5D+ P1-5, CP1-5, A4, CEC4, PCC1-3)</p> <p>4. Use of Specific Science Materials/Apparatus (Sensors/Cameras/ROVs/Drones/Hydroponics) (5D+ CP1,3)</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2017</p>	<p>06/14/2019</p>	<p>\$55000</p>	<p>Admin Teachers</p>

2018-19 District Improvement Plan

Public Schools of Petoskey

<p>Targeted Professional Development-</p>	<p>Targeted Professional Development: PD Targeted for Specific Teachers or Groups of Educators to Extend or Enhance Teaching & Learning- PD Targeted for Specific Teachers or Groups of Educators-</p> <ol style="list-style-type: none"> 1. Essential Math MI Core Standards, Power Standards, & Essential Practices 2. Literacy Interventionist/Coach (All 5D+) 3. Use of Illuminate K-12 (Academic & Behavior Assessment Data Housing & Analysis) (5D+ A1-5, SE1-5) 4. Growth Mindsets & Perseverance (5D+ CEC4&5, SE3-4) 5. ELL/DLL Evidence-Based Practices (5D+ CP5) 6. Evidence-Based Core Instruction (5D+ CP2,5) 7. Differentiation of Student Service Types &/or Intensity Using MTSS Tiers 1-3 (5D+ CP3-5, CEC3-5) 8. New MI SS Content Standards & C3 Framework (5D+ P1-5) 9. Teacher Rounds, Collaborations, & Partnership Teaching (5D+ P, SE, CP, A, CEC, PCC) 10. Directed/Targeted PD per 5D+ Teacher Evaluations: Student/Teacher Learning Targets, Student/Teacher Success Criteria & Student/Teacher Self-Assessments (5D+ A1-5/P1,4,5) 11. Teacher Content Specialization (5D+ CP2&3) 12. Using Technology to Support Teaching & Learning (5D+ CP5) 13. Improving Classroom Management to Increase Learning (5D+ CEC1-3) 14. School-Wide PBIS/SEL (K-12) (5D+ CEC4-5) 15. ELL/DLL Evidence-Based Practices (K-12) (5D+ CP5) 	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>06/14/2019</p>	<p>06/14/2019</p>	<p>\$60111</p>	<p>Admin Teachers</p>
---	---	------------------------------	---------------	------------------	-------------------	-------------------	----------------	-----------------------