



School Improvement Plan

Petoskey Montessori Elem. School

Public Schools of Petoskey

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	I am using Goals and Plans in Assist.	

2018-19 School Improvement Plan

Overview

Plan Name

2018-19 School Improvement Plan

Plan Description

Montessori's SIP is designed to improve instructional strategies and student learning in all content areas during the 2018-19 school year

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	Writing Proficiency for all students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$12500
2	Science Proficiency for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
3	Social St. Proficiency for All Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$700
4	Increase math proficiency	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2500
5	85% of All Students will become proficient readers	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$12000

Goal 1: Writing Proficiency for all students

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in Writing by 06/03/2016 as measured by District, state, and grade level assessments.

Strategy 1:

Writing Units - CCSS & MAISA Writing Units

The district will provide specialized instruction and supportive best-practice methods (e.g., collaboration, coaching, and modeling from peers, consultants, and master teachers) to produce the "shifts" of practice, college and career-ready expectations, appropriate delivery methods, and curriculum components that align with the Common Core Literacy State Standards (specifically writing) and associated CCSS MAISA Writing Units that would be applicable to ELA classrooms and also incorporate writing across all content areas."

Category:

Research Cited: "1-- Spandel, V. (2001). Creating writers through 6-trait writing assessment and instruction (3rd ed.). New York: Addison Wesley Longman.

2-- 4. Corden, R. (2007, Spring). Developing reading-writing connections: The impact of explicit instruction of literary devices on the quality of children's narrative writing. Journal of Research in Childhood Education. 21, 269.

3-- Fulkerson, R. (1996). Teaching the argument in writing. Urbana, IL: National Council of Teachers of English.

4-- Milewski, G. B., Johnson, D., Glazer, N., & Kubota, M. (2005). A survey to evaluate the alignment of the new SAT Writing and Critical Reading sections to curricula and instructional practices (College Board Research Report No. 2005-1 /ETS RR-05-07). New York, NY: College Entrance Examination Board.

5-- National Assessment Governing Board. (2006). Writing framework and specifications for the 2007 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office."

Tier:

Activity - Mentor Text to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mentor Texts & Text-to-Text Comparisons All students will use mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose/style, characterization, themes, setting, and plot. Same or similar (level-appropriate) mentor texts will be used with students during Tier II paraprofessional intervention times to review or support core instruction."	Direct Instruction			09/04/2013	06/08/2017	\$11000	Title II Part A, General Fund	Teachers, Administrators, Curriculum Director

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development: Professional development for 2013-2016 will be targeted in six primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Writing Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on the writing process in content areas, use of formative assessments (e.g., quick checks for understanding), descriptive feedback to better guide instruction and improve learning, literacy across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.), and increasing student engagement to create high levels of persistence and stamina (when writing informational, argumentative, research, and narrative pieces). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning			09/04/2013	06/03/2016	\$1500	Title II Part A	Curriculum Director, Teachers, Building Administrators

Goal 2: Science Proficiency for all students

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in science in Science by 06/03/2016 as measured by State, district, and grade level assessments.

Strategy 1:

Next Generation - Michigan Science Standards (NGSS revised by Michigan)

The district will provide specialized instruction and supportive, best-practice methods (e.g., collaboration, coaching, and modeling from peers, consultants, and master teachers) to produce MI Science Standards' ""shifts"" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with NGSS."

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Category: Science

Research Cited: "1-- NGSS Lead States. (2013). Next Generation Science Standards: For States, By States. Washington, DC: The National Academies Press. For more information see <http://www.nap.edu/NGSS/>.

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

3-- Logran & Wallace, Editors. (2003). Leadership and professional development in science: New possibilities for enhancing teacher learning.

4-- Nuthall (1999). The way students learn: Acquiring knowledge from an integrated science and social studies unit.

5--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.

6--Enfield, M. (n.d.). Intersection in the NSTA standards for science teacher education. Michigan: Michigan State University.

7--Loucks-Horsley, Love, Stiles, Mundry, & Hewson. (2003). Designing professional development for teachers of science and mathematics."

Tier: Tier 1

Activity - Science Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Vocabulary Development: Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile NGSS/MI science vocabulary lists that flow through grade levels (horizontally and vertically ally) and promote K-12th vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "	Professional Learning	Tier 1	Implement	09/04/2013	06/08/2017	\$200	Title II Part A	Teachers, Administrators, and Curriculum Director

Goal 3: Social St. Proficiency for All Students

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in Social Studies in Social Studies by 06/03/2016 as measured by District, state, and grade level assessments.

Strategy 1:

Framework for Social Studies - College, Career, &

Civic Life Framework for Social

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Studies State Standards (C3):

The district will provide specialized instruction and supportive methods (e.g., collaboration, coaching and modeling from peers, consultants and master teachers) to construct a deeper understanding and an implementation plan (K-12th) surrounding the College, Career, and Civic Life Framework for Social Studies State Standards. Staff will be paying attention to disciplinary/multidisciplinary concepts (e.g., civics, economics, geography, and history) and practices that will allow students to investigate, analyze, explain, collaborate, and communicate ideas and associated community service projects. This will be accomplished through the partnerships of within grade-level and across grade-level teams and PLCs."

Category:

Research Cited: "1-- 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.

2-- 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.

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

4--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.

5--Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W., & Miller, T. R. (2003). Peer-assisted learning interventions with elementary school students: a meta-analytic review. Journal of Educational Psychology 95(2), 240257.

6--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.

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

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

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

Tier:

Activity - Vocabulary Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary Building: Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically). They will promote K-12th social studies vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "	Direct Instruction	Tier 1	Implement	09/04/2013	06/08/2017	\$500	General Fund	Teachers, Administrators, Curriculum Director

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Professional Development: Professional development for will be targeted in several primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies State Standards (C3). At the district level, professional development in social studies will primarily be in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), K-12th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts.</p> <p>These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2013</p>	<p>06/08/2017</p>	<p>\$200</p>	<p>Title II Part A</p>	<p>Teachers, Administrators, Curriculum Director</p>
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Goal 4: Increase math proficiency

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in math in Mathematics by 06/03/2016 as measured by District, state, and grade level assessments.

Strategy 1:

Professional Development - Teachers will attend Professional Development and research math to improve student performance

Category:

Research Cited: "1--Kanold (2006). The continuous improvement wheel of a professional learning community.

2--Lezotte (2005). More effective schools: Professional learning communities in action.

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

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4--Schmidt. W. (n.d.). Common core math standards: Implementation can lead to improved student achievement. Achieve. Retrieved video from <http://www.achieve.org/common-core-math-standards-implementation-can-lead-improved-student-achievement.>"

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development: Professional development will be targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master core mathematic standards. At the district level, professional development in math will primarily be in the areas of technology uses for improved teaching and learning, the development and implementation of Common Core State Standards and MAISA Units, ""shifts"" in current state topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning	Tier 1	Implement	09/04/2013	06/09/2017	\$1500	Title II Part A, General Fund	Teachers, Administrators, Curriculum Director
Activity - Math Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff Uses MAISA Mathematics Units (including assessments). MAISA Math Units Include: Knd- Sept & Oct "Exploring Attributes & Shape Part 1"; Dec & Jan "Data & Data Representation"; May & June "Exploring Attributes & Shapes Part 2"; 1st- Nov & Dec "Measurement: Length & Time"; Apr & May "Geometric Shapes, Patterns, & Attributes"; 2nd- Nov & Dec "Geometric Shapes (2D & 3D)"; Apr & May "Addition & Subtraction within 1000"; 3rd- Nov & Dec "Measurement: Perimeter & Area"; Jan & Feb "Understand, Represent, & Compare Fractions"; 4th- Oct & Nov "Attributes & Angles of 2D Figures"; April & May "Using Perimeter & Area"; 5th- Nov & Dec "Extending Multiplication & Division with Whole Numbers to Decimal"; Apr & May "Extending Measurement to Volume"; There will also be an infusion of EngageNY/Eureka Math activities and learning devices added to Montessori curriculum.	Direct Instruction			09/04/2013	06/08/2017	\$1000	General Fund	Teachers, Administrators, Curriculum Director
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Goal 5: 85% of All Students will become proficient readers

Measurable Objective 1:

85% of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in reading and understanding of what they have read in Reading by 06/03/2016 as measured by State, district, and grade level assessments.

Strategy 1:

Specialized instruction - CCSS & MAISA Units:

The district will provide specialized instruction and supportive, best-practice methods (e.g., collaboration, coaching, and modeling from peers, consultants, and master teachers) to produce CCSS ""shifts"" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with the Common Core State Standards in Literacy (specifically reading across all content areas) and associated CCSS MAISA Reading Units that would be applicable to ELA classrooms and also incorporate portions that would be supportive within other core areas."

Category:

Research Cited: "1-- Becker, W. C. (1977). Teaching reading and language to the disadvantaged—What we have learned from field research. Harvard Educational Review, 47, 518–543.

2-- Achieve, Inc. (2007). Closing the expectations gap 2007: An annual 50-state progress report on the alignment of high school policies with the demands of college and work. Washington, DC: Author. Retrieved from <http://www.achieve.org/files/50-state-07-Final.pdf>

3-- 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.

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- 4-- Butler, Urrutia, Buenger, & Hunt (2010). A review of the current research on comprehension instruction. National Reading Technical Assistance Center.
- 5--Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD.
- 6--Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.
- 7--Fielding & Barnsley (1997). Explicit instruction."

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development: Professional development for will be targeted in ten primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. At the district level, professional development in reading will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, premeditation, acceleration, social media tools, strategies to improve reading instruction, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Reading Units, ""shifts"" in current topics of study by grade level with special attention on close and critical reading, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent phonics protocols, summarization/retell, inferring for deeper meaning, compare/contrast, literacy across the curriculum (e.g., Reading Apprenticeship), district-wide TLC book studies of Pathway to Common Core by Lucy Calkins, and increasing student engagement to create high levels of persistence and stamina when reading and comprehending textual and other media-driven materials (both narrative & informative). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."	Professional Learning			09/04/2013	06/08/2017	\$11000	General Fund, Title II Part A	Teachers, Curriculum Director, Building Administrators
Activity - Text to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Text-to-Text Comparisons All students will explore increasing numbers of text-to-text comparisons of main ideas, themes, vocabulary, authors' style, characters, plot, setting and genre in narrative and informational texts (including the use of different media as well as printed text). "</p>	<p>Direct Instruction</p>			<p>09/04/2013</p>	<p>06/03/2016</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Teachers and administrators</p>
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Text to Text	Text-to-Text Comparisons All students will explore increasing numbers of text-to-text comparisons of main ideas, themes, vocabulary, authors' style, characters, plot, setting and genre in narrative and informational texts (including the use of different media as well as printed text). "	Direct Instruction			09/04/2013	06/03/2016	\$1000	Teachers and administrators
Mentor Text to Text	Mentor Texts & Text-to-Text Comparisons All students will use mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose/style, characterization, themes, setting, and plot. Same or similar (level-appropriate) mentor texts will be used with students during Tier II paraprofessional intervention times to review or support core instruction."	Direct Instruction			09/04/2013	06/08/2017	\$10000	Teachers, Administrators, Curriculum Director

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Professional Development	<p>Professional Development: Professional development for will be targeted in ten primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. At the district level, professional development in reading will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, premeditation, acceleration, social media tools, strategies to improve reading instruction, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Reading Units, ""shifts"" in current topics of study by grade level with special attention on close and critical reading, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent phonics protocols, summarization/retell, inferring for deeper meaning, compare/contrast, literacy across the curriculum (e.g., Reading Apprenticeship), district-wide TLC book studies of Pathway to Common Core by Lucy Calkins, and increasing student engagement to create high levels of persistence and stamina when reading and comprehending textual and other media-driven materials (both narrative & informative). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning			09/04/2013	06/08/2017	\$10000	Teachers, Curriculum Director, Building Administrators
Vocabulary Building	<p>Vocabulary Building: Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically). They will promote K-12th social studies vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "</p>	Direct Instruction	Tier 1	Implement	09/04/2013	06/08/2017	\$500	Teachers, Administrators, Curriculum Director

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Professional Development	<p>Professional Development: Professional development will be targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master core mathematical standards. At the district level, professional development in math will primarily be in the areas of technology uses for improved teaching and learning, the development and implementation of Common Core State Standards and MAISA Units, "shifts" in current state topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning	Tier 1	Implement	09/04/2013	06/09/2017	\$1000	Teachers, Administrators, Curriculum Director
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Math Units	<p>Staff Uses MAISA Mathematics Units (including assessments). MAISA Math Units Include: Knd- Sept & Oct "Exploring Attributes & Shape Part 1"; Dec & Jan "Data & Data Representation"; May & June "Exploring Attributes & Shapes Part 2"; 1st- Nov & Dec "Measurement: Length & Time"; Apr & May "Geometric Shapes, Patterns, & Attributes"; 2nd- Nov & Dec "Geometric Shapes (2D & 3D)"; Apr & May "Addition & Subtraction within 1000"; 3rd- Nov & Dec "Measurement: Perimeter & Area"; Jan & Feb "Understand, Represent, & Compare Fractions"; 4th- Oct & Nov "Attributes & Angles of 2D Figures"; April & May "Using Perimeter & Area"; 5th- Nov & Dec "Extending Multiplication & Division with Whole Numbers to Decimal"; Apr & May "Extending Measurement to Volume"; There will also be an infusion of EngageNY/Eureka Math activities and learning devices added to Montessori curriculum.</p>	Direct Instruction			09/04/2013	06/08/2017	\$1000	Teachers, Administrators, Curriculum Director
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Vocabulary Development	<p>Science Vocabulary Development: Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile NGSS/MI science vocabulary lists that flow through grade levels (horizontally and vertically ally) and promote K-12th vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "</p>	Professional Learning	Tier 1	Implement	09/04/2013	06/08/2017	\$200	Teachers, Administrators, and Curriculum Director

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<p>Professional Development</p>	<p>Professional Development: Professional development for will be targeted in ten primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. At the district level, professional development in reading will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, premeditation, acceleration, social media tools, strategies to improve reading instruction, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Reading Units, ""shifts"" in current topics of study by grade level with special attention on close and critical reading, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent phonics protocols, summarization/retell, inferring for deeper meaning, compare/contrast, literacy across the curriculum (e.g., Reading Apprenticeship), district-wide TLC book studies of Pathway to Common Core by Lucy Calkins, and increasing student engagement to create high levels of persistence and stamina when reading and comprehending textual and other media-driven materials (both narrative & informative). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>			<p>09/04/2013</p>	<p>06/08/2017</p>	<p>\$1000</p>	<p>Teachers, Curriculum Director, Building Administrators</p>
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Petoskey Montessori Elem. School

Professional Development	<p>Professional Development: Professional development will be targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master core mathematic standards. At the district level, professional development in math will primarily be in the areas of technology uses for improved teaching and learning, the development and implementation of Common Core State Standards and MAISA Units, "shifts" in current state topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning	Tier 1	Implement	09/04/2013	06/09/2017	\$500	Teachers, Administrators, Curriculum Director
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School Improvement Plan

Petoskey Montessori Elem. School

<p>Professional Development</p>	<p>Professional Development: Professional development for will be targeted in several primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies State Standards (C3). At the district level, professional development in social studies will primarily be in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), K-12th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2013</p>	<p>06/08/2017</p>	<p>\$200</p>	<p>Teachers, Administrators, Curriculum Director</p>
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School Improvement Plan

Petoskey Montessori Elem. School

Professional Development	<p>Professional Development: Professional development for 2013-2016 will be targeted in six primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Writing Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on the writing process in content areas, use of formative assessments (e.g., quick checks for understanding), descriptive feedback to better guide instruction and improve learning, literacy across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.), and increasing student engagement to create high levels of persistence and stamina (when writing informational, argumentative, research, and narrative pieces). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning			09/04/2013	06/03/2016	\$1500	Curriculum Director, Teachers, Building Administrators
Mentor Text to Text	<p>Mentor Texts & Text-to-Text Comparisons All students will use mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose/style, characterization, themes, setting, and plot. Same or similar (level-appropriate) mentor texts will be used with students during Tier II paraprofessional intervention times to review or support core instruction."</p>	Direct Instruction			09/04/2013	06/08/2017	\$1000	Teachers, Administrators, Curriculum Director