



School Improvement Plan

Petoskey Middle School

Public Schools of Petoskey

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PETOSKEY, MI 49770-2786

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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	See Goals and Plans in ASSIST.	

2018-19 SIP Goals

Overview

Plan Name

2018-19 SIP Goals

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Mathematics.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$103443
2	All Students will be proficient in English Language Arts (ELA)	Objectives: 1 Strategies: 3 Activities: 7	Academic	\$131332
3	All Students will be proficient in Science	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$89266
4	All Students will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$89120
5	All stakeholders will be active members of a positive school environment.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$22273

Goal 1: All students will be proficient in Mathematics.

Measurable Objective 1:

74% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Mathematics by 06/07/2019 as measured by meeting or exceeding state standards in Mathematics.

Strategy 1:

Align Curriculum and Assessments - Beginning in 2013-2014, staff worked to strategically "infuse" common core practices and teaching units into the curriculum. Initial chosen units are based on areas of most need since 2008. This will allow PLC's to work at the same time on the same units, analyze data for effectiveness (qualitatively and quantitatively), and reflect individually and collectively about future steps to increase student and staff success. The district will provide specialized instruction and support best-practice research methods (e.g., collaboration, coaching and modeling using peers, consultants and master teachers) to produce the CCSS "shifts" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with the Michigan State Mathematics Standards. Beginning in the 2017-18 school year, the district chose the Glencoe math series as the curriculum base for all middle school math classes. Math teachers will continue to fine-tune and modify instruction and assessments with this relatively new curriculum during the 2018-19 school year. An emphasis on data analysis of common assessments will be a focus.

Category: Mathematics

Research Cited: 1--ACT. (2008). The Forgotten middle: Ensuring that all students are on target for college and career readiness before high school. Iowa City, IA: ACT.

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

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

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

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

6--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>.

7--Wyatt, W.J. & Wiley, A. (2010). The development of an index of academic rigor for the SAT. (College Board Research Report). New York: The College Board.

Tier: Tier 1

Activity - Infuse Glencoe & Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Beginning in the 2017-18 school year, the district has purchase the Glencoe math series to serve as a curriculum base to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.). This Glencoe series was chosen to support the Michigan State Standards and Benchmarks. We solidify the connections to "shifts" in CC practice, formative/summative assessments, pacing guides, and college & career-readiness benchmarks associated with MI Math Standards and focus on student engagement protocols (e.g., student ownership of learning, materials with high cognitive demands, etc.). It is also important that we construct solid foundations of connected math vocabulary, numeration, math fluency, fractions, geometry, and problem solving in elementary grades that progress to the more abstract thinking necessary for algebraic and irrational numbers content in middle school and the math content expected for a MI Merit Diploma and future college/career/citizenship capabilities.	Curriculum Development	Tier 1	Implement	09/04/2018	06/07/2019	\$32039	Title II Part A, General Fund	6th through 8th grade math teachers, administrators, STEM/STEAM coach, Math Taskforce
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for 2018-2019 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 mathematics standards and newly purchased Glencoe series. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the district level, the development and implementation of Michigan State Standards, "shifts" in current GLCE/HSC 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. A STEM coach has been employed by the school district in May of 2015 to help with this process.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$3350	Title II Part A, General Fund	District staff, teachers, building administrators, STEM Coach, Math Taskforce

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Strategy 2:

Promote Student and Parent Engagement - Parents are vital to student achievement and success. Through an open and accepting climate, staff members will encourage and support home learning (online resources available on teacher websites), provide a variety of learning opportunities for parents/guardians, keep communication open, help parents set reasonable goals and expectations for their children, and offer ways for families to become actively involved in their school(s) across cultural, social, economic, and other diverse backgrounds.

Authentic student engagement is essential for optimal learning to occur. Staff members will focus on implementing teaching strategies that promote student engagement. Staff will receive professional development throughout the school year to help with the implementation of these strategies.

Category: Mathematics

Research Cited: 1) 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

2) Nash, R. (2008). The Effective Classroom: Practical strategies for involving students in the learning process. Thousand Oaks, CA: Corwin Press.

3) 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.

2) 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.

Tier: Tier 1

Activity - Parents/Guardians- Educational team members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement/engagement is highly regarded for all students, and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, 31/A Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their child's affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento).	Parent Involvement	Tier 2	Monitor	09/04/2018	06/07/2019	\$2775	Section 31a, General Fund	Teachers, paraprofessionals and building administrators

Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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With the continued implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$9635	Title II Part A, General Fund	District and Building Administrators, Teachers
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Strategy 3:

Data Mining and Literacy - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.) and school/district school improvement teams (TLC's) will continually (minimally monthly) analyze student achievement data utilizing the District Assessment Plan and affiliated benchmark proficiency scores below grade level, below national norms, or less than 60% proficiency (e.g., NWEA, M-STEP, District Writing Prompts, etc.), and technology tools to locate areas of success and weakness. Investigations will review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. Once areas of weaknesses have been uncovered, a tiered intervention system (Rtl) is provided to students below grade level, at risk of failing a grade, or not on a projection to graduate with same-aged peers and a Michigan Merit Diploma.

Category: Mathematics

Research Cited: 1-- Stiggins (2005). Assessment FOR learning: Building a culture of confident learners.

2-- Shute, Graf, & Hansen (2006). Designing adaptive, diagnostic math assessments for individuals with and without disabilities.

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

4-- Torgerson, Porthouse, Brooks, (2005). A systematic review and meta-analysis of controlled trials evaluating interventions in adult literacy and numeracy.

Tier: Tier 1

Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the school will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II interventions are accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals work with targeted, small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers and provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs (SAASE Lab)</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices)</p> <p>g. Summer learning opportunities</p>	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$50644	General Fund, Section 31a	Teachers, paraprofessionals, and building administrators.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored. Data dialogues will be utilized by PLC's to facilitate discussions concerning student achievement data.</p>	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$5000	General Fund, Title II Part A	District and building administrators, Data Coach, Teachers, Paraprofessionals

Goal 2: All Students will be proficient in English Language Arts (ELA)

Measurable Objective 1:

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80% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Writing by 06/08/2018 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

Data Mining and Literacy - Building data teams (e.g., by grade level, PODs, PLCs, etc.) and school/district school improvement teams (TLCs) will continually (minimally every 4 weeks) analyze student achievement data utilizing the District Assessment Plan and affiliated benchmark proficiency scores below grade level or less than 60% accuracy (e.g., NWEA, M-STEP, District Writing Prompts, etc.), and technology tools to locate areas of success and weakness. Investigations will review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. Once areas of weaknesses have been uncovered, a tiered intervention system (Rtl) is provided to students below grade level, at risk of failing a grade, or not on a projection to graduate with same-aged peers and a Michigan Merit Diploma.

Category: English/Language Arts

Research Cited: 1--Wray, D., Medwell, J., Fox, R., & Poulson, L. (2000). The teaching practices of effective teachers of literacy. *Educational Review*, 52, 75-84.

2--Hall, T. (2009, updated). *Explicit instruction*. National Center on Accessing the General Curriculum.

3--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.

4--Calkins, L. (1986). *The art of teaching writing*. Portsmouth, NH: Heinemann.

5--Klein, P. D., & Kirkpatrick, L. C. (2010). A framework for content area writing: Mediators and moderators, *Journal of Writing Research*, 2 (1), 1-46.

6--Boscolo, P., & Mason, L. (2001). Writing to learn, writing to transfer. *Studies in Writing* v7. Writing as a learning tool: Integrating theory and practice (83-104).

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

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

9--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.

10--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.

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

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

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

Tier: Tier 1

Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building provides elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs;</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, Mobi Math etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., laptops, iPad/apps, Mobi/apps, & other tablet devices).</p> <p>g. Summer learning opportunities .</p>	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$40000	Section 31a, General Fund	Teachers, Paraprofessionals, Building/District, Administrators
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$14961	Title II Part A, General Fund	District and building administrators, Data Coach, Teachers, Paraprofessionals

Strategy 2:

Align Curriculum and Assessments - The building 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 State of Michigan Literacy Standards (specifically writing) and associated CCSS MAISA Writing and Reading Units that would be applicable to ELA classrooms and also incorporate writing across all content areas as well as supporting other content areas.

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Category: English/Language Arts

- 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
- 6-- Becker, W. C. (1977). Teaching reading and language to the disadvantaged—What we have learned from field research. *Harvard Educational Review*, 47, 518–543.
- 7-- 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>
- 8-- 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.
- 9-- Butler, Urrutia, Buenger, & Hunt (2010). A review of the current research on comprehension instruction. National Reading Technical Assistance Center.
- 10--Schmoker, M. (2011). Focus: Elevating the essentials to radically improve student learning. ASCD.
- 11--Fisher, D. & Frey, N. (2007). Checking for understanding: Formative assessment techniques for your classroom. ASCD.
- 12--Fielding & Barnsley (1997). Explicit instruction

Tier: Tier 1

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 for 2016-2017 is targeted so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building 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 Michigan State Standards and Common Core MAISA Writing and Reading Units, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on the writing process and close and critical reading 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, as well as when reading and comprehending textual and other media-driven materials (both narrative and informative). These staff growth opportunities will arise from building and district expertise, ISD consultants, or outside experts.</p>	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$11000	Title II Part A, General Fund	Teachers, Paraprofessionals, District and Building Administrators
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Activity - Informative and Argumentative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will have a common focus of teaching students to support a main idea & summarization within informational text or text-to-text & text-to-media.</p>	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$14000	Section 31a, General Fund, Title II Part A	Teachers, paraprofessionals, building administrators, ELA Taskforce

Activity - Intentional and Common Reading Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.</p>	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$14000	Title II Part A, General Fund, Section 31a	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce

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Strategy 3:

Promote Student and Parent Engagement - Parents are vital to student achievement and success. Through an open and accepting climate, staff members will encourage and support home learning (online resources available on teacher websites), provide a variety of learning opportunities for parents/guardians, keep communication open, help parents set reasonable goals and expectations for their children, and offer ways for families to become actively involved in their school(s) across cultural, social, economic, and other diverse backgrounds.

Authentic student engagement is essential for optimal learning to occur. Staff members will focus on implementing teaching strategies that promote student engagement. Staff will receive professional development throughout the school year to help with the implementation of these strategies.

Category: English/Language Arts

Research Cited: 1) 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

2) Nash, R. (2008). *The Effective Classroom: Practical strategies for involving students in the learning process*. Thousand Oaks, CA: Corwin Press.

3) 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, 90-97.

4) 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.

Tier: Tier 1

Activity - Parents/Guardians - Educational team members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 2	Monitor	09/05/2017	06/08/2018	\$4094	Section 31a, General Fund	Teachers, paraprofessionals, and building administrators

Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$33277	General Fund, Title II Part A, Section 31a	District and Building Administrators, Teachers
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Goal 3: All Students will be proficient in Science

Measurable Objective 1:

64% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Science by 06/08/2018 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

Align Curriculum and Assessments - 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 NGSS "shifts" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with Michigan State Standards. A STEM coach was hired to help with this transition. STEM and STEAM exploratory classes will be created at the 6th grade level.

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
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Teachers along with the STEM coach in the K-12th Professional Learning Community (PLC) teams will develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: scientific method, preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world application.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/08/2018	\$11175	General Fund, Title II Part A	Building/District Administrators, Teachers, Paraprofessionals, ISD Consultants, STEM coach, STEM Taskforce
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Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development beginning in 2015 and continuing through 2018 will be targeted in several primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the Michigan Science Standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in science is primarily focused in the areas of: inquiry-based learning, model building and interpreting, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data storage and analysis, strategies to improve science instruction that include video clips, common misconceptions, other informational text, etc.), 6-8 development and implementation of NGSS and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on physical science and earth science, cross-curricular implications, the use of formative assessments (e.g., quick checks for understanding), use and purchase of investigative equipment and informational text at a variety of reading levels, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina in problem solving and investigation. These staff growth opportunities will arise from district expertise, STEM coach, ISD consultants, or outside experts.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$26710	Title II Part A, General Fund	Teachers, Paraprofessionals, District/Building Administrators, STEM coach

Strategy 2:

Data Mining and Literacy - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.) and school/district school improvement teams (TLCs) will continually (minimally every 4 weeks) analyze student achievement data in science utilizing the District Assessment Plan and affiliated benchmark proficiency scores below grade level or less than 60% accuracy (e.g., NWEA, M-STEP, District Writing Prompts, etc.), and technology tools to locate areas of success and weakness. Staff members

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will be trained in the effective use of data dialogues to facilitate these data discussions. Investigations will review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. Once areas of weaknesses have been uncovered, a tiered intervention system (RtI) is provided to students below grade level, at risk of failing a grade, or not on a projection to graduate with same-aged peers and a Michigan Merit Diploma.

Category: Science

Research Cited: 1--Snow, D. (2003). Noteworthy perspectives: Classroom strategies for helping at-risk students. McREL

2--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 evidencebasedclassroom practices (REL Deliverable #2002-20). Aurora, CO: Mid-continent Research for Education and Learning.

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

4--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).

5. 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.

6--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.

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

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

8--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 1

Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Petoskey Middle School

<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs.</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres;</p> <p>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of concepts.</p> <p>e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices).</p> <p>g. Summer learning opportunities.</p>	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$36896	General Fund, Section 31a	Teachers, Paraprofessionals, Building/District Administrators
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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 for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining and the data dialogues that will be used to facilitate those discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$14485	Title II Part A, General Fund	District and building administrators, Data Coach, Teachers, Paraprofessionals

Goal 4: All Students will be proficient in Social Studies.

School Improvement Plan

Petoskey Middle School

Measurable Objective 1:

70% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Social Studies by 06/08/2018 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

Data Mining and Literacy - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.) and school/district school improvement teams (TLCs) will continually (minimally every 4 weeks) analyze student achievement data in social studies utilizing the District Assessment Plan and affiliated benchmark proficiency scores below grade level or less than 60% accuracy (e.g., NWEA, M-STEP, District Writing Prompts, etc.), and technology tools to locate areas of success and weakness. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Investigations will review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. Once areas of weaknesses have been uncovered, a tiered intervention system (RtI) is provided to students below grade level, at risk of failing a grade, or not on a projection to graduate with same-aged peers and a Michigan Merit Diploma.

Category: Social Studies

Research Cited: 1--Snow, D. (2003). Noteworthy perspectives: Classroom strategies for helping at-risk students. McREL

2--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 evidencebasedclassroom practices (REL Deliverable #2002-20). Aurora, CO: Mid-continent Research for Education and Learning.

3--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).

4. 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.

5--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.

6--Bailey, T. E. (1991). The effect of computer-assisted instruction in improving mathematics performance of low-achieving ninth-grade students (remediation). Dissertation Abstracts International, 52(11A), 3849.

7--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 1

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

Petoskey Middle School

Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$43120	Section 31a, General Fund, Title II Part A	Teachers, Paraprofessionals. Building/District Administrators, Data Coach
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Strategy 2:

Align Curriculum and Assessments - The building 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 (6-8) surrounding the College, Career, and Civic Life Framework for Michigan State Social Studies Standards as well as assessments to analyze student achievement. 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: Social Studies

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), 240-257.

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.

Tier: Tier 1

Tier: Tier 1

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

Petoskey Middle School

<p>Professional development began in 2013 and will continue through 2018. It will be targeted at several primary areas so that 6-8th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies Michigan State Standards (C3). Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in social studies primarily is focusing 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.), 6-8th 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.</p>	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$24405	General Fund, Title II Part A	Teachers, Paraprofessionals, District/Building Administrators
<p>Activity - Infuse C3 Framework and Vocabulary</p>	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.</p>	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/08/2018	\$21595	Title II Part A, General Fund, Section 31a	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce

Goal 5: All stakeholders will be active members of a positive school environment.

School Improvement Plan

Petoskey Middle School

Measurable Objective 1:

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

Strategy 1:

Model and teach the Full Value Agreement - Since the 1980's, Petoskey Middle School has incorporated Adventure Education and the "Full Value Contract" into nearly all curricula. This concept of working as a team, being safe (physically and emotionally), and speaking up has remained present since that time. Recently, however, beginning in the 2012-13 school year, the entire school district has taken on implementing this agreement into all school buildings and across all grade levels. Posters of the Full Value Agreement are displayed in all classrooms around the entire school district.

Category: School Culture

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

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

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

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

Tier: Tier 1

Activity - Adventure Education Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In partnership with Camp Daggett, a local summer camp and adventure center, Petoskey Middle School will provide opportunities for staff members and students to participate in various team-building activities that will teach and reinforce the tenet of the Full Value Agreement. These activities will take place at least monthly during homeroom, allowing for students to build positive relationships with staff and peers, while learning valuable life-long citizenship skills.	Behavioral Support Program	Tier 1		09/05/2017	06/08/2018	\$11601	General Fund, Section 31a	District and building administration, all building staff

Activity - Student Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each homeroom will nominate one to two individual students to represent their classmates on the Student Leadership Committee. A staff member oversees this committee who meets at least monthly. This committee brainstorms and implements various activities that help to not only build school spirit, but also teach and model the Full Value Agreement.	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$4737	General Fund	Building Administration, Student Leadership director

School Improvement Plan

Petoskey Middle School

Measurable Objective 2:

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

Strategy 1:

Maintain a Behavioral Health Professional to Petoskey Middle School - In conjunction with the Health Department of Northern Michigan, the Public Schools of Petoskey was able to attain funds begin to partner with Alcona Federally Qualified Health Center to employ a Behavioral Health Professional. Enough funds were attained to employ four Behavioral Health Professionals in the district. Petoskey High School and Petoskey Middle School each house one licensed therapist/counselor, while our four elementary schools will each share a Behavioral Health Professional with one other elementary school within our district. The grants received from the DHHS and MDE allowed enough funding for the initial start up costs. The funding model then becomes sustainable through billing of medicare and private insurance. Each school has a common referral process to identify students in most need of mental health services. These referrals are given to the Behavioral Health Professional who will work with Alcona FQHC and the family to set up regular appointments with that particular student.

Category: Other - Mental Health and Wellness

Research Cited: Center for Disease Control. Health and Academic Achievement. http://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf. Retrieved 8/15/16.

Basch CE. Healthier Students Are Better Learners: A Missing Link in Efforts to Close the Achievement Gap. New York: New York. Columbia University; 2010. http://www.equitycampaign.org/i/a/document/12557_EquityMattersVol6_Web03082010.pdf. Accessed February 26, 2014.

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

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other instructional staff will need to be educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$5935	Title II Part A, General Fund	District and building administration, Behavioral Health Professional, Teachers, Aides,

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
Parents/Guardians - Educational team members	Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPiE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 2	Monitor	09/05/2017	06/08/2018	\$2500	Teachers, paraprofessionals, and building administrators
Science Vocabulary development	Teachers along with the STEM coach in the K-12th Professional Learning Community (PLC) teams will develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: scientific method, preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world application.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/08/2018	\$10540	Building/District Administrators, Teachers, Paraprofessionals, ISD Consultants, STEM coach, STEM Taskforce
Student Leadership	Each homeroom will nominate one to two individual students to represent their classmates on the Student Leadership Committee. A staff member oversees this committee who meets at least monthly. This committee brainstorms and implements various activities that help to not only build school spirit, but also teach and model the Full Value Agreement.	Behavioral Support Program	Tier 1	Monitor	09/05/2017	06/08/2018	\$4737	Building Administration, Student Leadership director

School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building provides elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs;</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, Mobi Math etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., laptops, iPad/apps, Mobi/apps, & other tablet devices).</p> <p>g. Summer learning opportunities .</p>	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$10000	Teachers, Paraprofessionals, Building/District, Administrators
Professional Development	<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining and the data dialogues that will be used to facilitate those discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$13000	District and building administrators, Data Coach, Teachers, Paraprofessionals

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Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs. c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of concepts. e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities. 	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$10500	Teachers, Paraprofessionals, Building/District Administrators
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Infuse C3 Framework and Vocabulary	Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/08/2018	\$7800	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$28850	Teachers, Paraprofessionals, Building/District Administrators, Data Coach
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored. Data dialogues will be utilized by PLC's to facilitate discussions concerning student achievement data.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$3000	District and building administrators, Data Coach, Teachers, Paraprofessionals
Student Engagement Professional Development	With the continued implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$9010	District and Building Administrators, Teachers
Professional Development	Teachers and other instructional staff will need to be educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$5000	District and building administration, Behavioral Health Professionals, Teachers, Aides,

School Improvement Plan

Petoskey Middle School

Professional Development	Professional development began in 2013 and will continue through 2018. It will be targeted at several primary areas so that 6-8th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies Michigan State Standards (C3). Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in social studies primarily is focusing 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.), 6-8th 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.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$22100	Teachers, Paraprofessionals, District/Building Administrators
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$12961	District and building administrators, Data Coach, Teachers, Paraprofessionals

School Improvement Plan

Petoskey Middle School

Professional development	Professional development beginning in 2015 and continuing through 2018 will be targeted in several primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the Michigan Science Standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in science is primarily focused in the areas of: inquiry-based learning, model building and interpreting, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data storage and analysis, strategies to improve science instruction that include video clips, common misconceptions, other informational text, etc.), 6-8 development and implementation of NGSS and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on physical science and earth science, cross-curricular implications, the use of formative assessments (e.g., quick checks for understanding), use and purchase of investigative equipment and informational text at a variety of reading levels, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina in problem solving and investigation. These staff growth opportunities will arise from district expertise, STEM coach, ISD consultants, or outside experts.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$24710	Teachers, Paraprofessionals, District/Building Administrators, STEM coach
Intentional and Common Reading Focus	CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$10000	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce

School Improvement Plan

Petoskey Middle School

<p>Infuse Glencoe & Assessments</p>	<p>Beginning in the 2017-18 school year, the district has purchase the Glencoe math series to serve as a curriculum base to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.). This Glencoe series was chosen to support the Michigan State Standards and Benchmarks. We solidify the connections to "shifts" in CC practice, formative/summative assessments, pacing guides, and college & career-readiness benchmarks associated with MI Math Standards and focus on student engagement protocols (e.g., student ownership of learning, materials with high cognitive demands, etc.). It is also important that we construct solid foundations of connected math vocabulary, numeration, math fluency, fractions, geometry, and problem solving in elementary grades that progress to the more abstract thinking necessary for algebraic and irrational numbers content in middle school and the math content expected for a MI Merit Diploma and future college/career/citizenship capabilities.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$31014</p>	<p>6th through 8th grade math teachers, administrators, STEM/STEAM coach, Math Taskforce</p>
<p>Adventure Education Activities</p>	<p>In partnership with Camp Daggett, a local summer camp and adventure center, Petoskey Middle School will provide opportunities for staff members and students to participate in various team-building activities that will teach and reinforce the tenet of the Full Value Agreement. These activities will take place at least monthly during homeroom, allowing for students to build positive relationships with staff and peers, while learning valuable life-long citizenship skills.</p>	<p>Behavioral Support Program</p>	<p>Tier 1</p>		<p>09/05/2017</p>	<p>06/08/2018</p>	<p>\$5000</p>	<p>District and building administration, all building staff</p>

School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the school will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II interventions are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals work with targeted, small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers and provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs (SAASE Lab) c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices) g. Summer learning opportunities 	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$21900	Teachers, paraprofessionals, and building administrators.
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School Improvement Plan

Petoskey Middle School

Professional Development	Professional development for 2018-2019 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 mathematics standards and newly purchased Glencoe series. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the district level, the development and implementation of Michigan State Standards, "shifts" in current GLCE/HSCE 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. A STEM coach has been employed by the school district in May of 2015 to help with this process.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$3000	District staff, teachers, building administrators, STEM Coach, Math Taskforce
Parents/Guardians-Educational team members	Parent involvement/engagement is highly regarded for all students, and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, 31/A Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their child's affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento).	Parent Involvement	Tier 2	Monitor	09/04/2018	06/07/2019	\$425	Teachers, paraprofessionals and building administrators

School Improvement Plan

Petoskey Middle School

Professional development	Professional development for 2016-2017 is targeted so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building 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 Michigan State Standards and Common Core MAISA Writing and Reading Units, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on the writing process and close and critical reading 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, as well as when reading and comprehending textual and other media-driven materials (both narrative and informative). These staff growth opportunities will arise from building and district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$10000	Teachers, Paraprofessionals, District and Building Administrators
Student Engagement Professional Development	With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$30000	District and Building Administrators, Teachers

School Improvement Plan

Petoskey Middle School

Informative and Argumentative Writing	Teachers will have a common focus of teaching students to support a main idea & summarization within informational text or text-to-text & text-to-media.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$10000	Teachers, paraprofessionals, building administrators, ELA Taskforce
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored. Data dialogues will be utilized by PLC's to facilitate discussions concerning student achievement data.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$2000	District and building administrators, Data Coach, Teachers, Paraprofessionals
Intentional and Common Reading Focus	CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce
Student Engagement Professional Development	With the continued implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$625	District and Building Administrators, Teachers
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$2000	District and building administrators, Data Coach, Teachers, Paraprofessionals

School Improvement Plan

Petoskey Middle School

Science Vocabulary development	Teachers along with the STEM coach in the K-12th Professional Learning Community (PLC) teams will develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: scientific method, preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world application.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	09/05/2017	06/08/2018	\$635	Building/District Administrators, Teachers, Paraprofessionals, ISD Consultants, STEM coach, STEM Taskforce
Infuse C3 Framework and Vocabulary	Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/08/2018	\$250	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce

School Improvement Plan

Petoskey Middle School

Professional Development	Professional development began in 2013 and will continue through 2018. It will be targeted at several primary areas so that 6-8th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies Michigan State Standards (C3). Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in social studies primarily is focusing 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.), 6-8th 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.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$2305	Teachers, Paraprofessionals, District/Building Administrators
Student Engagement Professional Development	With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$277	District and Building Administrators, Teachers

School Improvement Plan

Petoskey Middle School

Informative and Argumentative Writing	Teachers will have a common focus of teaching students to support a main idea & summarization within informational text or text-to-text & text-to-media.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	Teachers, paraprofessionals, building administrators, ELA Taskforce
Professional Development	Teachers and other instructional staff will need to be educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	09/05/2017	06/08/2018	\$935	District and building administration, Behavioral Health Professional, Teachers, Aides,
Professional Development	Professional development for 2018-2019 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 mathematics standards and newly purchased Glencoe series. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the district level, the development and implementation of Michigan State Standards, "shifts" in current GLCE/HSCE 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. A STEM coach has been employed by the school district in May of 2015 to help with this process.	Professional Learning	Tier 1	Implement	09/04/2018	06/07/2019	\$350	District staff, teachers, building administrators, STEM Coach, Math Taskforce

School Improvement Plan

Petoskey Middle School

Professional development	Professional development beginning in 2015 and continuing through 2018 will be targeted in several primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the Michigan Science Standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in science is primarily focused in the areas of: inquiry-based learning, model building and interpreting, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data storage and analysis, strategies to improve science instruction that include video clips, common misconceptions, other informational text, etc.), 6-8 development and implementation of NGSS and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on physical science and earth science, cross-curricular implications, the use of formative assessments (e.g., quick checks for understanding), use and purchase of investigative equipment and informational text at a variety of reading levels, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina in problem solving and investigation. These staff growth opportunities will arise from district expertise, STEM coach, ISD consultants, or outside experts.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$2000	Teachers, Paraprofessionals, District/Building Administrators, STEM coach
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$1565	Teachers, Paraprofessionals. Building/District Administrators, Data Coach

School Improvement Plan

Petoskey Middle School

Professional development	Professional development for 2016-2017 is targeted so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building 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 Michigan State Standards and Common Core MAISA Writing and Reading Units, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on the writing process and close and critical reading 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, as well as when reading and comprehending textual and other media-driven materials (both narrative and informative). These staff growth opportunities will arise from building and district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$1000	Teachers, Paraprofessionals, District and Building Administrators
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining and the data dialogues that will be used to facilitate those discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/05/2017	06/08/2018	\$1485	District and building administrators, Data Coach, Teachers, Paraprofessionals

School Improvement Plan

Petoskey Middle School

<p>Infuse Glencoe & Assessments</p>	<p>Beginning in the 2017-18 school year, the district has purchase the Glencoe math series to serve as a curriculum base to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.). This Glencoe series was chosen to support the Michigan State Standards and Benchmarks. We solidify the connections to "shifts" in CC practice, formative/summative assessments, pacing guides, and college & career-readiness benchmarks associated with MI Math Standards and focus on student engagement protocols (e.g., student ownership of learning, materials with high cognitive demands, etc.). It is also important that we construct solid foundations of connected math vocabulary, numeration, math fluency, fractions, geometry, and problem solving in elementary grades that progress to the more abstract thinking necessary for algebraic and irrational numbers content in middle school and the math content expected for a MI Merit Diploma and future college/career/citizenship capabilities.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/04/2018</p>	<p>06/07/2019</p>	<p>\$1025</p>	<p>6th through 8th grade math teachers, administrators, STEM/STEAM coach, Math Taskforce</p>
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
<p>Student Engagement Professional Development</p>	<p>With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/05/2017</p>	<p>06/08/2018</p>	<p>\$3000</p>	<p>District and Building Administrators, Teachers</p>

School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs. c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of concepts. e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities. 	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$26396	Teachers, Paraprofessionals, Building/District Administrators
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School Improvement Plan

Petoskey Middle School

Infuse C3 Framework and Vocabulary	Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	09/05/2017	06/08/2018	\$13545	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce
Informative and Argumentative Writing	Teachers will have a common focus of teaching students to support a main idea & summarization within informational text or text-to-text & text-to-media.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$3000	Teachers, paraprofessionals, building administrators, ELA Taskforce

School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building provides elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs; c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, Mobi Math etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres; e. Portable devices and educational apps (e.g., laptops, iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities . 	Academic Support Program	Tier 2	Monitor	09/05/2017	06/08/2018	\$30000	Teachers, Paraprofessionals, Building/District, Administrators
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School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the school will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II interventions are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals work with targeted, small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers and provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs (SAASE Lab) c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices) g. Summer learning opportunities 	Academic Support Program	Tier 2	Monitor	09/04/2018	06/07/2019	\$28744	Teachers, paraprofessionals, and building administrators.
Professional Development	<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Staff will be trained in the effective use of data dialogues to facilitate these data discussions. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Monitor	09/05/2017	06/08/2018	\$12705	Teachers, Paraprofessionals. Building/District Administrators, Data Coach

School Improvement Plan

Petoskey Middle School

Adventure Education Activities	In partnership with Camp Daggett, a local summer camp and adventure center, Petoskey Middle School will provide opportunities for staff members and students to participate in various team-building activities that will teach and reinforce the tenet of the Full Value Agreement. These activities will take place at least monthly during homeroom, allowing for students to build positive relationships with staff and peers, while learning valuable life-long citizenship skills.	Behavioral Support Program	Tier 1		09/05/2017	06/08/2018	\$6601	District and building administration, all building staff
Parents/Guardians-Educational team members	Parent involvement/engagement is highly regarded for all students, and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, 31/A Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their child's affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento).	Parent Involvement	Tier 2	Monitor	09/04/2018	06/07/2019	\$2350	Teachers, paraprofessionals and building administrators
Intentional and Common Reading Focus	CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.	Direct Instruction	Tier 1	Monitor	09/05/2017	06/08/2018	\$3000	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce
Parents/Guardians - Educational team members	Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 2	Monitor	09/05/2017	06/08/2018	\$1594	Teachers, paraprofessionals, and building administrators