



# **District Improvement Plan**

## **Public Schools of Petoskey**

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## **Introduction**

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

# **Executive Summary**

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School System**

**Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?**

Public Schools of Petoskey resides on the shores of Lake Michigan within the safe harbor of Little Traverse Bay. We have deemed the lighthouse a symbol of our endeavors and are dedicated to the opportunities (the light) that help each learner navigate their way to the best possible future. Students must be afforded a safe environment (the harbor) and feel appreciated and nurtured. Our staff members know that the journey to educational reform and continual improvement may be rocky, but we will navigate it together. And, our beam will continue to educate and enlighten all in its path.

As a district, we are fortunate to enjoy tremendous community support for our students, staff, and school families. There are five elementary schools, one middle school, and one high school which are learning centers for almost 3,000 students. Most of our students live within our district. However, some of them are Schools of Choice students from surrounding areas, and others come to our district for one or two hours a day to take part in career tech programs, band, and other non-core subjects.

## **System's Purpose**

**Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.**

**Vision Statement:**

The Public Schools of Petoskey is a "Special Place for Everyone" with intentional focus to move from a good district to a great one.

**Mission Statement:**

The mission of the Public Schools of Petoskey is to advance the education and skills of all students in an equitable manner through the participation and involvement of students, staff, and the community.

**Beliefs Statement:**

The Public Schools of Petoskey is an improvement-minded district and is sustained through an ongoing focus on the needs of individuals and stakeholder groups. Our "Good to Great" plan uses data, research, professional development, professional learning communities, multiple communication mechanisms, and collaboration teams as intertwined components. We are intent on optimal student outcomes through aligned curriculum, deliberate curriculum pacing, balanced assessments, appropriate interventions, exceptional instruction, and parental/guardian involvement. It is our firm belief that ALL students can and will learn at Public Schools of Petoskey through the many opportunities afforded them and the dedication of staff and families.

## **Notable Achievements and Areas of Improvement**

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

Our beliefs and mission are embodied by our achievements in the areas of:

1. Curricular Offerings- All core courses meet state standards and Michigan Merit requirements for graduation. There is also enrichment programming for gifted and talented youth, special education/ 504/Title I supports, Career Tech Education, performing arts, honors & Advanced Placement (AP) courses (with high AP exam scores to receive college credit), credit recovery and remediation online labs, high student achievement levels receiving state and national honors, high graduation and attendance rates, high rates of students with post-secondary degrees, dual enrollment and early college, merit scholars, a Montessori program for K-5th grades, and MEAP/MME scores averaging over 12% higher than state averages for multiple years;
2. Extra-Curricular Programs- There is an array of sports teams placing at regional and state levels, an award winning marching band (state) and choir, a 1st place in the state debate team for the 3rd year in a row, musicals and plays from elementary to high school levels, and the Camp Daggett Adventure Center partnering for a district-wide school climate initiative;
3. Parent, Student, Staff, & Community Involvement- We have high conference participation, many volunteers, high student retention rates, active parent organizations, multiple ways for open communication, and a great deal of community agency involvement;
4. Highly Qualified Teaching Staff with Many Years of Experience- Approximately 80% of our teachers hold a master's degree or higher, all teachers are Highly Qualified and fully endorsed/certified for the subject(s) and grade level(s) in which they teach; and
5. Financials- Auditors who spend time reviewing the district's financial records continue to commend the Board of Education and staff for the procedures and budgetary controls used by the district to properly monitor the expenditure of funds.

## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

We value and pay attention to our school performance measures at local, state and federal levels. This data help us measure student achievement and growth in math, reading, writing, science, and social studies. We also know that our students deserve many opportunities, and we are grateful for the support of our community. Our commitment is to educate and care for every student in the Public Schools of Petoskey. Therefore, we believe that our fine arts, world languages, vocational/career tech, physical education, service projects, and extra-curricular programming remain vital to the Public Schools of Petoskey's comprehensive educational experience.

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

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

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

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

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

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

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

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

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

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

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

# **District Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

## District Additional Requirements Diagnostic

This diagnostic contains certification requirements for Michigan districts. This diagnostic must be completed by all districts.

| Label | Assurance                                                   | Response | Comment                                                                                                                                                                                  | Attachment |
|-------|-------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|       | The District School Improvement Team reviews the CIMS data. | No       | The teaching and learning director, administrators, and special education staff review the data and bring that information into the district improvement team for review and discussion. |            |

| Label | Assurance                                                   | Response | Comment | Attachment |
|-------|-------------------------------------------------------------|----------|---------|------------|
|       | CIMS data is used to prepare our District Improvement Plan. | Yes      |         |            |

| Label | Assurance                                                                                                                                                                                                | Response | Comment | Attachment |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|------------|
|       | The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors). | Yes      |         |            |

| Label | Assurance                                                                    | Response | Comment | Attachment |
|-------|------------------------------------------------------------------------------|----------|---------|------------|
|       | The district has a process to monitor adult and student use of the internet. | Yes      |         |            |

| Label | Assurance                                            | Response | Comment | Attachment |
|-------|------------------------------------------------------|----------|---------|------------|
|       | The district has an Internet Safety Policy in place. | Yes      |         |            |

| Label | Assurance                                                                                                             | Response | Comment | Attachment |
|-------|-----------------------------------------------------------------------------------------------------------------------|----------|---------|------------|
|       | The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements. | Yes      |         |            |

| Label | Assurance                                                                                                                                                                   | Response | Comment                              | Attachment |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------------------------------------|------------|
|       | The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools. | Yes      | This is becoming even more critical. |            |

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| Label | Assurance                                                                                                                                                                                                                                                                                                                                                                                           | Response | Comment                                                                                                                 | Attachment |
|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------|------------|
|       | The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes," specify the needs in the comments section. | Yes      | Thanks to our community, we have recently passed a Technology Bond to ensure our needs are met now and into the future. |            |

| Label | Assurance                                                                                                                                                                                | Response | Comment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Attachment |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|       | The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes," specify the actions in the comments section. | Yes      | <ol style="list-style-type: none"> <li>1. Along with the Tech Bond, a technology committee was established (made up of teachers, administrators, paraprofessionals, and community members) who have put together a plan consisting of phases to incorporate newer technology and its use for teaching and learning . We currently are upgrading computers in labs and classrooms, and providing teacher centers in each classroom with document cameras, voice monitoring systems, etc.</li> <li>2. Each K-5th building has iPads and apps to assist students in Title I programs. There is an iPad PLC devoted to finding and solving problems.</li> <li>3. Etc.</li> </ol> |            |

| Label | Assurance                                                                            | Response | Comment | Attachment |
|-------|--------------------------------------------------------------------------------------|----------|---------|------------|
|       | The district adjusts its curriculum to include technology literacy for all students. | Yes      |         |            |

| Label | Assurance                                                                                                                                 | Response | Comment                                                                                                                                                                                                                                                                | Attachment |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
|       | The district adjusts its instructional program to promote technology literacy. If "yes," specify the adjustments in the comments section. | Yes      | <ol style="list-style-type: none"> <li>1. Technology curriculum K-8th with time in labs for guided practice &amp; exploration</li> <li>2. Use of technology in/for classes (PowerPoints, iPads, etc.)</li> <li>3. Training on proper use and cyber bullying</li> </ol> |            |

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| <b>Label</b> | <b>Assurance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------------|-------------------|
|              | The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. | Yes             |                |                   |

| <b>Label</b> | <b>Assurance</b>                                                                                                                                                                                                                            | <b>Response</b> | <b>Comment</b>                                                                                                                                        | <b>Attachment</b> |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|              | The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If "yes," list the name, position, address and telephone number of the employee in the comments section. | Yes             | Dr. Lynn Slanec<br>Director of Teaching and Learning<br>1130 Howard Street<br>Petoskey, MI 49770<br>1.231.348.2352<br>slanec.tl.m@petoskeyschools.org |                   |

| <b>Label</b> | <b>Assurance</b>                                                                | <b>Response</b> | <b>Comment</b> | <b>Attachment</b> |
|--------------|---------------------------------------------------------------------------------|-----------------|----------------|-------------------|
|              | The District has a District Board Policy that is related to Parent Involvement. | Yes             |                |                   |

| <b>Label</b> | <b>Assurance</b>                                                                    | <b>Response</b> | <b>Comment</b>                                                                                                                                                                                                                | <b>Attachment</b> |
|--------------|-------------------------------------------------------------------------------------|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
|              | The District has additional information necessary to support your improvement plan. | Yes             | Academic data (analysis and disaggregation of current and longitudinal), analysis and comparisons of perception data (surveys), school improvement agendas, minutes, & documents, and additional online and print information |                   |

# **June 2016-2019 District Improvement Plan**

## Overview

### Plan Name

June 2016-2019 District Improvement Plan

### Plan Description

This is a three-year improvement plan.

## Goals Summary

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

| # | Goal Name                                                | Goal Details                                    | Goal Type | Total Funding |
|---|----------------------------------------------------------|-------------------------------------------------|-----------|---------------|
| 1 | Mathematics Proficiency for All Students                 | Objectives: 1<br>Strategies: 5<br>Activities: 8 | Academic  | \$877933      |
| 2 | Reading Proficiency for All Students                     | Objectives: 1<br>Strategies: 4<br>Activities: 6 | Academic  | \$5305050     |
| 3 | Writing Proficiency for All Students                     | Objectives: 1<br>Strategies: 3<br>Activities: 6 | Academic  | \$625155      |
| 4 | Science Proficiency for All Students                     | Objectives: 1<br>Strategies: 3<br>Activities: 5 | Academic  | \$659356      |
| 5 | Social Studies Proficiency for All Students              | Objectives: 1<br>Strategies: 3<br>Activities: 5 | Academic  | \$527150      |
| 6 | Creating a Climate that Supports Growth for All Students | Objectives: 1<br>Strategies: 1<br>Activities: 3 | Academic  | \$55000       |

# Goal 1: Mathematics Proficiency for All Students

## Measurable Objective 1:

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

## Strategy 1:

Aligned Curriculum Base - To meet the math goal, the district uses EngageNY as a curriculum base (K-5th) to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.). 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. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: Mathematics

Research Cited: 1--DuFour, Eaker, Ranells (1992). School improvement and the art of visioning.

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

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

4--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.

5- Stepanek (2000). Mathematics and science classrooms: Building a Community of Learners. It's just good teaching.

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

7. Tuley & Bell. On Cloud Nine Math Program- to develop the underlying sensory-cognitive functions needed for math processing...directly applies concept and symbol imagery to learning and retaining math facts, solving word problems, and increasing the speed and stability of math computation.....

8- School Improvement Network (2014)- Classroom management techniques proven to increase student learning at <http://www.schoolimprovement.com/classroom-management/?pr=classroom-management-techniques-to-increase-student-learning>

9-edReports.org @ <http://www.edreports.org/reports/series/index.html>

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 is targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/PLCs can best prepare all students to master core mathematic standards. At the district level, professional development in math is in the areas of technology uses for improved teaching and learning (e.g., IXL for math fluency &amp; additional opportunities to practice skills), the development and implementation of MI Math Standards by using EngageNY/Eureka Math district's curriculum base, working with high-profile MI Math Standards, investigating and creating well-designed/researched student targets and performance tasks, RAISE (RA-Reading Apprenticeship Training) in 6-12th content areas, associated math "practices" to foster multi-dimensional learning and STEM integration (with special attention on mathematical reasoning, problem solving, logic, use of formative assessments to better guide instruction and improve learning, use and purchase manipulatives to increase concept building and to "make math visible" (e.g., On Cloud Nine), increasing student engagement through practices that create high levels of persistence, stamina, &amp; grit when solving problems or increasing deeper understanding and enhanced connections, and understanding the learning/social/emotional needs of those in poverty or homeless. These staff growth opportunities arise from district expertise (e.g., other teachers), district STEM Coach, Math Interventionist, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, stipends, 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. Details specifying dates, costs, personnel, etc. for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, review of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$80050 | Title II Part A, General Fund | Building & District Administrators<br>ISD Consultants<br>Teacher Teams |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|-----------|------------|------------|---------|-------------------------------|------------------------------------------------------------------------|

| Activity - Linking Lessons and Learning Targets | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                       |        |           |            |            |        |                 |                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|-----------|------------|------------|--------|-----------------|--------------------------------------------------------------|
| Teachers will use strategies to clearly link lessons to previous and future lessons and learning associated targets by using MI Grade-Level Standards, clearly communicating these standards and links to students and other stakeholders, and helping student learn and apply the transferable skills and knowledge. Learning targets will be understandable, clearly articulated, and embedded in instructions. These practices will be reviewed through noticings & wonderings, observations & conversations, and feedback during the evaluation process. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$5000 | Title II Part A | Administrators<br>Teachers<br>Teaching and Learning Director |
| Schools: All Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                       |        |           |            |            |        |                 |                                                              |

| Activity - Assessments                                                                                                                                                                                                                                                                                                                            | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|--------|-----------|------------|------------|-------------------|-------------------|------------------------------------------------------|
| Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$2000            | Title II Part A   | Teachers<br>Paraprofessional Staff<br>Administrators |
| Schools: All Schools                                                                                                                                                                                                                                                                                                                              |                       |        |           |            |            |                   |                   |                                                      |

### Strategy 2:

Data-Driven Interventions & Preventions - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.), the District Data Coach/Coordinator, and school/district school improvement teams (TLCs) will continually analyze (approximately every 4 weeks) student achievement data utilizing the District Assessment Plan (with affiliated benchmark proficiency scores below grade level, below national norms, or less than 60% proficiency through Common Assessments, NWEA, M-STEP, MME/SAT, STEM Rubrics, etc.) and technology tools to locate areas of success and weakness in content or ability to perform in various testing environments. Investigations review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within the core curricular area of math and corresponding informational literacy skills. Once areas of weaknesses have been uncovered, a tiered intervention plan (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. To address these needs, academic paraprofessionals assist teachers in Tier II/III intervention groups. Individual teachers, PLCs, & building collaboratives analyze & act upon assessment data to remediate and enrich student learning through the use of: Online practice sites (e.g., IXL, SuccessMaker, TimezAttack, etc.), additional support online (e.g., iPad apps), face-to-face conversations, relationship connections, before/after core lesson reviews, manipulatives and visuals, and other technology tools (e.g., manipulatives and other math visualization tools).

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 2

**District Improvement Plan**

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

Public Schools of Petoskey

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| <p>The District Math Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides the tools and support personnel necessary to support learning through technology and face-to-face formats, often in pull-outs or a blended settings within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <p>a. Title IA and 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 certified teachers, under the supervision of classroom teachers, and provide supplemental actions to support 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, extra practice time, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.;</p> <p>b. Online learning opportunities for remediation and credit recovery within building computer labs, on iPads, or from tech on carts;</p> <p>c. Remediation &amp; credit recovery software includes free online resources and those that require licensing fees (e.g., primarily IXL math, OdysseyWare, NovaNet/GradPoint, possibly Mobi Math online, SuccessMaker, TimezAttack, etc...);</p> <p>d. Informational 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 (e.g., Triumphs Rtl, specific manipulatives, etc.);</p> <p>f. Portable devices and educational apps (e.g., iPad/apps, Mobi Math/apps, &amp; other tablet devices); and</p> <p>g. Summer Learning, Spring Break Support, &amp; NCMC Summer Math Camp opportunities (designed to meet individual building and students' needs).</p> <p>10. Training parents to be partners in the learning process. Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit/lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, teacher and paraprofessional meetings, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 2 | Implement | 06/11/2015 | 06/03/2019 | \$153833 | Section 31a, Title I Part A, General Fund | Teachers Paraprofessionals District/Building Administrators |
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**Strategy 3:**

Involvement & Engagement - Parents are vital to their students' academic achievement and success. Through an open and accepting climate, staff members encourage and support home learning by providing a variety of learning opportunities, keeping communication open and varied, helping parents set reasonable goals and expectations for their children, supporting the application of stamina and growth mindsets, and offering ways for families to become actively involved in their school(s) without cultural, social, economic, and other potential barriers. Staff provide many avenues for 2-way stakeholder communication and meaningful dialog, deepen family understanding of growth mindsets and the Full Value Agreement, involve them in STEM inquiry & problem solving applications to real-life situations, and provide opportunities to increase parent/guardian connections and hone their skills by providing take-home resources that deal with math/science topics and other informational texts that relate to mathematics and STEM. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: Mathematics

Research Cited: 1) 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.

3) 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.

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

Tier: Tier 1

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

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| <p>Family involvement/engagement is highly regarded for all students--and especially for those students receiving additional academic or social support. Families are invited to attend or receive: Family Nights (with learning centers involving Math Fluency and Problem Solving Games, Reading Supports across the Curriculum, Shifts in Michigan Learning Standards, Growth Mindsets, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, School Board Meetings, Title &amp; other newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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. on important topics for the year and to help them support their children's' affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, PTA, NEA, McKinney-Vento, growth mindsets, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, PLC/building team meetings, student &amp; parent survey responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Parent Involvement</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$4341</p> | <p>General Fund, Title I Part A</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**Strategy 4:**

PLCs - Staff strategically uses math practices (e.g., within EngageNY/Eureka Math matching MI Math Standards & practices), student targets, common pacing, formative/summative assessments, and consistent math vocabulary. This allows PLCs and building teams to work at the same time, on the same curriculum, with the same student learning targets, and the same (or similar) data points. Upon analysis, teams are able to reflect individually and collectively about future steps to increase student growth and academic success. It allows for:

- The use of different styles of student engagement and communication (per 5D+ and CCSS “practices”,
- Integration of growth mindsets and STEM/STEAM applications,
- Improved inquiry and research skills,
- Teachers to experiment with well-researched and action-researched teaching strategies to share, and
- Intentional collaboration for students and for staff members.

This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: Mathematics

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

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

## District Improvement Plan

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

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

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

6- Marzano, R. (2009). Designing and teaching learning goals and objectives. ASCD.

Tier: Tier 1

| Activity - Curriculum Review & Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                               |
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| EngageNY/Eureka Math and associated resources, vocabulary, assessments, alignment, teaching points, pacing guides, etc. is the base of our math curriculum K-5th & portions of it 7-8th and follow the MI Math Standards. Additional resources are part of a comprehensive district plan. It is expected that the math curriculum will be followed with fidelity across grade levels and departments. The costs and details for these actions are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses/communication, administrative deliberations, and school/district improvement monitoring/planning meetings.<br><br>Schools: All Schools | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$450000          | General Fund      | Teachers<br>District/Building<br>Administrators |

| Activity - Using DuFour's Collaborative Unit Model                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                                                              |
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| Staff will work in a variety of collaborative units called Professional Learning Communities (PLCs) by grade level or department to improve overall student academic performance by analyzing student data together and targeting strategies for specific students, subgroups, and full groups by utilizing DuFour's primary questions :<br>1. What do we want each student to learn?<br>2. How will we know each student has learned it (or already knew it)?<br>3. How will we respond when a student hasn't learned it or experiences difficulty?<br>That means that the building team(s) or PLCs response will be timely, based on intervention/prevention rather than remediation, and directive.<br><br>Schools: All Schools | Teacher Collaboration | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$100000          | General Fund      | Superintendent<br>PLC<br>Administrators<br>Director of Teaching and Learning<br>PLC<br>Members |

**Strategy 5:**

Technology Education & STEM - Students must be prepared to live in a digital world and to be shrewd users of:

- online social sites,
- creative tech endeavors,
- data gathering and analysis,
- inquiry-based learning, and
- the multiple technology formats that are part of their present and future.

Students are encouraged to use technology in many ways connected to STEM/STEAM as we delve deeper into the many uses of technology now available and look towards the future. Our math curriculum, along with well-researched delivery methods (per 5D+ and CCSS “shifts” in practice) is designed to prepare ALL students to graduate and be career, college, and life-ready. STEM fortifies students for new content integrations and the interconnectivity of their subject areas that were perhaps taught in isolation. The integration of STEM/STEAM, and associated technology skills, allows students to grow, create, analyze, and explore new possibilities in their present and future lives. In addition to the changing technologies in daily living and work-related fields, technology literacy is now part of state testing as well. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: Technology

Research Cited: More than research, this is a reality.

1--Schaffhauser, D. (2012). Online common core test items released by Smarter Balanced Consortium. The Journal: Transforming Education through Technology. Retrieved from <http://thejournal.com/articles/2012/10/10/online-common-core-test-items-released-by-smarter-balanced-consortium.aspx>.

2--Fensterwald, J. (2013). Common core test is on track:State board told. EdSource: Highlighting Strategies for Student Success. Retrieved from <http://www.edsource.org/today/2013/common-core-test-is-on-track-state-board-told/31768>.

3- Magana, S. & Marzano, R. (2013). Enhancing the art and science of teaching with technology. ASCD.

Tier: Tier 1

| Activity - Online Learning & Assessments | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Growing technology content-area knowledge, skills, &amp; fluency is accomplished by:</p> <p>A. Working with the STEM Coach and developing STEM/STEAM curriculum and common assessment models.</p> <p>B. Text-to-Text (Media, Literacy, etc.) comprehension &amp; comparisons for informational texts related to math concepts in real-life scenarios..</p> <p>C. Using &amp; managing Technology Tools.</p> <p>D. Building &amp; enhancing individual &amp; group stamina, perseverance, grit, &amp; growth mindsets.</p> <p>This may include materials, resources, STEM Coach, and the expertise of staff and outside specialists. All will be necessary. Details for these endeavors are provided within the Title 1A/IIA/31A itemized grant allocations, general fund allocations, and detailed district PD &amp; comprehensive plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Implementa<br>tion | Tier 1 | Implement | 06/10/2015 | 06/03/2019 | \$82709 | Title I Part<br>A, Section<br>31a,<br>General<br>Fund | Teachers<br>Paraprofes<br>sionals<br>Building/District<br>Administrators |
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## Goal 2: Reading Proficiency for All Students

### Measurable Objective 1:

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

### Strategy 1:

Aligned Curriculum Base - District teachers use the MAISA Reading Units as a curriculum base for the MI Reading Standards to improve teaching and learning through best-practice methods (e.g., task scaffolding, purposeful differentiation, etc.), collaboration, coaching, modeling, and consulting with master teachers to anchor "shifts" of practice and MI College and Career-Readiness Expectations for all students. Research-based delivery methods (e.g., those outlines within the 5D+ Evaluation Model) build and support classroom climate and culture, student learning targets, student engagement (e.g., student talk with substance and capitalizing on student backgrounds), dependable resources, and aligned assessments that are partnered with the MI Reading Standards. Using MAISA Reading Units as a curricular base, the units pave a path for optimal teaching practices and assessment dialogs. These units, along with the expectation of increased Reading Apprenticeship (RA) training and teaching, have the potential to bring the MI Reading Standards to the forefront in all K-12th classrooms with consistency and fidelity. They hold a diversity of advantages that support literacy learning, differentiated instruction, training, and involvement in other core areas for all subgroups of students. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: English/Language Arts

## District Improvement Plan

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

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

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

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

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

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

7--Fielding & Barnsley (1997). Explicit instruction.

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

9- Marzano, R. (2013). Vocabulary for the common core.

10. Marzano, R. & Pickering, D. (2010). The highly engaged classroom.

Tier: Tier 1

| Activity - Text-to-Text & Vocabulary | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Staff uses consistent ELA &amp; academic vocabulary progression (Tier I /II vocabulary) within each grade level or department and continually uses this vocabulary in the classroom throughout the year. PLCs need to align and discuss vocabulary vertically, beginning with the introduction of a curricular concept and continue to revisit it throughout the year. All students also explore increasing numbers of text-to-text comparisons through the interpretation and understanding of Tier I/II vocabulary words and the content that vocabulary holds. Through vocabulary development, students are also more engaged as they take ownership of their learning and begin to engage in more close and critical reading. There is an exploration of main ideas, themes, authors' style, characters, plot, &amp; setting, inferences, summarization &amp; retelling, and a better understanding of genre in narrative and informational texts. These actions include the use of different media as well as printed text. Same or similar (level-appropriate) mentor texts and supportive technology tools are used with students during Tier I/II intervention times to review, practice, remediate, or support core instruction. Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$7210            | Title I Part A, General Fund | Teachers<br>Paraprofessionals<br>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                                                   |

# District Improvement Plan

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| <p>Professional development is targeted in primary areas so that teachers/paraprofessionals/administrators/ PLCs can best prepare all students to master MI Reading Standards. PD includes:</p> <ul style="list-style-type: none"> <li>• MAISA Unit curriculum elements,</li> <li>• high-profile MI ELA Standards,</li> <li>• well-designed and researched student targets,</li> <li>• RAISE (Reading Apprenticeship Training) for 6-12th,</li> <li>• meaningful student engagement and student talk,</li> <li>• associated reading shifts in "practice,"</li> <li>• STEM integration (including both cross-curricular and informational and narrative readings),</li> <li>• technology uses for improved teaching and learning (e.g., building background knowledge, premeditation/remediation, acceleration, practice, social media tools, strategies to improve reading instruction, etc.),</li> <li>• the development and implementation of MI State Reading Standards (with common assessments and pacing) and the use of the MAISA Reading Units and teaching points,</li> <li>• special attention on close and critical reading, and</li> <li>• use of formative assessments to better guide instruction and improve learning and student engagement.</li> </ul> <p>There is also a need in certain schools, grade levels, departments, or classrooms for consistent development of:</p> <ul style="list-style-type: none"> <li>• phonics protocols,</li> <li>• summarization, retell, and inferring for deeper meaning,</li> <li>• compare and contrast protocols</li> <li>• literacy across the curriculum,</li> <li>• book studies &amp; professional discussions concerning Lucy Calkins and the Daily 5 Cafe,</li> <li>• increasing student engagement,</li> <li>• creating higher levels of persistence when reading and comprehending text and other media-driven materials (both narrative &amp; informative), and</li> <li>• improving the understanding of educating students in poverty.</li> </ul> <p>These staff growth opportunities arise from district expertise, district STEM Coach, ISD consultants, conferences and workshops, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/01/2017</p> | <p>\$120400</p> | <p>General Fund</p> | <p>Teachers<br/>Paraprofessionals<br/>Building and District Administrators</p> |
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| Schools: All Schools                                                                                                                                                                                                                                                                                                                              |                       |        |           |            |            |                   |                   |                                          |
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| Activity - Assessments                                                                                                                                                                                                                                                                                                                            | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                        |
| Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500             | Title II Part A   | Paraprofessional Teachers Administrators |
| Schools: All Schools                                                                                                                                                                                                                                                                                                                              |                       |        |           |            |            |                   |                   |                                          |

### Strategy 2:

Data-Driven Interventions & Preventions - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.), the District Data Coach/Coordinator, and school/district school improvement teams (TLCs) continually analyzes (approximately every 4 weeks) student reading achievement data utilizing the District Assessment Plan (with affiliated benchmark proficiency scores below grade level or less than 60% accuracy through common assessments, DRA, DIBELS, NWEA, M-STEP, MME/SAT, District Writing Prompts, STEM Rubrics, etc.) and technology tools to locate areas of strengths and weakness. Investigations review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. Once areas of weaknesses are uncovered both annually and over time, a tiered intervention plan (Rtl) is provided for students below grade level, at risk of failing a grade, or not on a projection to graduate with same-aged peers and have a Michigan Merit Diploma. This may involve paraprofessional/teacher teams for smaller group support, additional online tools for specific targets of intervention/prevention (e.g., IXL Reading, SuccessMaker, NovaNet/GradPoint, etc.), extended-learning days (e.g. summer school, spring break camp, NCMC Summer Camp), or peer/adult mentors.

Category: English/Language Arts

Research Cited: 1--Butler, Urrutia, Buenger, & Hunt (2010). A review of the current research on comprehension instruction. National Reading Technical Assistance Center.

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

3--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.

4--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.

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

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

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

Tier: Tier 2

| Activity - Tiered Interventions | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for Title/31A supplemental, paraprofessional support services through our student achievement data and Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <p>a. Title IA and 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 certified classroom teachers (who plan and supervise interventions) 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 learning time or background knowledge, corrective feedback, further vocabulary practice, fluency of Dolch Sight Words and other vocabulary lists, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.</p> <p>b. Online learning opportunities for remediation, practice, and credit recovery in computer labs, on iPads, or with classroom tech;</p> <p>c. Remediation &amp; credit recovery software (e.g., primarily IXL for literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, Mobi Online, A-Z, RAZ Kids, 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. Rtl materials programs designated for targeted students (e.g., Treasures Leveled Readers, manipulatives, Sound Partners, Reading Recovery, Read Naturally, etc.);</p> <p>f. Portable devices and educational apps (e.g., iPad, Mobi, &amp; other tablet devices); and</p> <p>g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).</p> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, in lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$170033 | Title I Part A, General Fund, Section 31a | Teachers<br>Paraprofessionals<br>District/Building Administrators |
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## District Improvement Plan

Public Schools of Petoskey

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### Strategy 3:

Engagement & Involvement - Parents/Guardians are vital to student achievement and success. Through an open and accepting climate, staff members encourage and support home learning, provide a variety of learning opportunities for parents/guardians, keep communication open, help parents set reasonable goals and expectations for their children, support the application of stamina/grit/growth mindsets, and offer ways for families to become actively involved in their school(s) across cultural, social, economic, and other diverse backgrounds that may cause barriers for optimal communication. Our actions improve avenues for stakeholder communication, deepen understanding of growth mindsets, and encourage universal STEM/STEAM applications in real life situations that bridge multiple content areas. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: English/Language Arts

Research Cited: 1--Topping, K. & Wolfendale, S. (1985). Parental involvement in children's reading. Nichols Publishing Company: NY, NY

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

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

Tier: Tier 1

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

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| <p>Parent involvement and engagement are highly regarded for all students--and especially for those students receiving academic or social support. Families are invited to attend or receive: Family Nights (that include Math Games, Reading Supports across the Curriculum, MI Reading Standards and their "shifts" in practice, STEM/STEAM Open Play, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, Title Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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 children's affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Parent Involvement</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$4547</p> | <p>Title I Part A, General Fund</p> | <p>Teachers<br/>Paraprofessionals<br/>Support Staff<br/>Building/District Administrators</p> |
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**Strategy 4:**

PLCs - Staff strategically use teaching and learning "practices" embedded in MI Reading Standards and the MAISA Reading Units. This allows PLCs to work at the same time on the same units, pace curriculum in a similar manner, analyze data for effectiveness (qualitatively and quantitatively), and reflect individually and collectively about future steps to increase student and staff success. This allows for different styles of engagement and communication within the curriculum and can potentially augment the value of growth mindsets and STEM/STEAM applications in real life situations. This process is aided by technology use and technology training to enhance keyboarding, other tech skills, research, data use, informational writing, thinking, creating, persevering, and collaborating as student and teacher skills are developed both on-line and off-line. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: English/Language Arts

Research Cited: 1--Anderson & Hidi (1988/1989) and Hidi & Anderson (1987): "Students have to analyze information at a deep level in order to decide what information to delete, what to substitute, and what to keep when they are asked to give a summary."

2--Meyer & Freedle (1984): "Reading comprehension increases when students learn how to incorporate 'summary frames' as a tool for summarizing."

3--Armbruster, Anderson, & Ostertag (1987): "Summary frames are a series of questions created by the teacher and designed to highlight critical passages of text. When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information."

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

**District Improvement Plan**

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

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

7- Marzano, R. (2009). Formative assessment and standards-based grading.

Tier: Tier 1

| Activity - Reading Focus Areas | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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**District Improvement Plan**

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| <p>Informational and narrative reading skills are developed in all K-12th content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.). A major common, district focus is on close and critical reading, along with summarization and retelling within narrative and informational text. There is also need to increase understanding and use of text-to-text and text-to-media implications.</p> <p>Areas to consider as we focus on primary comprehension and use of text skills are:</p> <ul style="list-style-type: none"> <li>a. Ability to Cite Evidence,</li> <li>b. Support Analysis,</li> <li>c. Determine Central Ideas,</li> <li>d. Find Primary &amp; Secondary Sources,</li> <li>e. Summarize,</li> <li>f. Determine Fact/Opinion,</li> <li>g. Consider Inferences,</li> <li>h. Determine Cause &amp; Effect,</li> <li>i. Build Content Vocabulary,</li> <li>j. Sequence,</li> <li>k. Know Point of View,</li> <li>l. Determine Author's Purpose,</li> <li>m. Compare/Contrast, Evaluate,</li> <li>n. Create/Produce,</li> <li>o. Find Discrepancies Among Sources,</li> <li>p. Find &amp; Consider Arguments,</li> <li>q. Determine or Create Points of View,</li> <li>r. Use Charts/Graphs/Tables/Photographs/Illustrations/Maps/Videos/Research Data, and</li> <li>s. Various Comprehension Strategies (e.g., activating prior knowledge, prediction from clues in structure, questioning, discussion, visualization, understanding the purpose of the lesson/task, engaging students, and providing time and choices).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, a review of unit and lesson plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings</p> <p>Schools: All Schools</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$5002360</p> | <p>Title I Part A, Section 31a, General Fund</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**Goal 3: Writing Proficiency for All Students**

**Measurable Objective 1:**

77% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, Bottom 30%, Economically Disadvantaged, Hispanic or Latino, Students with Disabilities, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency by meeting or exceeding state writing standards in English Language Arts by 06/03/2019 as measured by Michigan assessments and supported by local and national measures of achievement.

**Strategy 1:**

Aligned Curriculum Base - The district's curriculum base includes MAISA Writing and Lucy Calkins' Writing Units that support best-practice teaching methods (e.g., student learning targets and connections to broader purposes, literacy skills, and previous lessons). This base establishes new types (or maintain former useful modes) of collaboration, coaching, modeling from peers, consultant support, and master teacher mentorships to construct "shifts" of literacy practices found in MI Writing Content Standards and aligned to MI's College and Career-Readiness Expectations. Both sets of units set appropriate instructional delivery methods (e.g., similar to RAISE) and authentic student engagement models (e.g., student ownership of learning and student-led routines that can augment classroom management styles). They are based on MI Literacy Standards and contain:

- student growth targets,
- formative & summative assessments,
- depth of knowledge (DOK) & rigor,
- fidelity of use when employed consistently both horizontally and vertically, and
- underlying concepts that can be used across many different content areas.

STEM integration (including cross-curricular and informational writing) is supported within this curriculum, as well as embedded assessments, rubrics, pacing guides, and other resources. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

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- Calkins, L (2006). *A Guide to The Writing Workshop, Grades 3-5*.

7- NWP (2010). *Because digital writing matters*.

8- Marzano, R. (2013). *Vocabulary for the common core*.

Tier: Tier 1

## District Improvement Plan

Public Schools of Petoskey

| Activity - Text-to-Text & Vocab                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                          | Staff Responsible                                                                                                        |
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| <p>Students use specific Tier I/II vocabulary, mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose &amp; style, characterization, themes, setting, plot, summarization &amp; retelling, and the understanding and use of inferences. Same or similar, level-appropriate, mentor texts and Tier I/II vocabulary development are used with students during Tier II/III intervention times to review or support core writing instruction. PLCs find, utilize, and teach a consistent MI/CCSS-based Tier I and Tier II ELA/academic vocabulary within each grade level, department, or classroom and continually use this vocabulary in the throughout the year. PLCs align vocabulary and discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year. Details for these endeavors are provided within the Title IA/IIA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson &amp; unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/03/2019 | \$3605            | General Fund, Title I Part A, Title II Part A, Section 31a | Teachers<br>Paraprofessionals<br>Building & District Administrators<br>ISD<br>Literacy Consultant<br>Technology Director |
| Activity - Professional Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                          | Staff Responsible                                                                                                        |

## District Improvement Plan

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| <p>Professional development is targeted in primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing is in the areas of:</p> <ul style="list-style-type: none"> <li>• technology uses for improved teaching, learning, and student engagement (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.),</li> <li>• the development and implementation of MI Writing Standards (with common assessments and pacing) and MAISA Writing/Lucy Calkins Writing Units, with special attention on the writing process in content areas,</li> <li>• use of formative assessments,</li> <li>• descriptive feedback to better guide instruction and improve learning,</li> <li>• literacy, reading and writing, across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.),</li> <li>• STEM/STEAM integration (including cross-curricular and informational writing), and</li> <li>• increasing student engagement to create high levels of stamina and growth mindsets (e.g., when writing informational, argumentative, research-based, and narrative pieces).</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$20200           | Title II Part A, General Fund | Teachers Paraprofessionals District and Building Administrators |
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| Activity - Assessments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding             | Staff Responsible                                               |

## District Improvement Plan

Public Schools of Petoskey

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| Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500 | Title II Part A | Paraprofessional Teachers Administrators |
| Schools: All Schools                                                                                                                                                                                                                                                                                                                              |                       |        |           |            |            |       |                 |                                          |

### Strategy 2:

Data-Driven Interventions & Preventions - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.), the District Data Coach/Coordinator, and school/district school improvement teams (TLCs) continually analyze (approximately every 4 weeks) student achievement data utilizing the District Assessment Plan (with affiliated benchmark proficiency scores below grade level or less than 60% accuracy through common assessments, NWEA, M-STEP, MME/SAT, District Writing Prompts, STEM/STEAM journals, etc.) and technology tools to locate areas of strengths and weakness. Investigations review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. When areas of weaknesses are uncovered, a tiered intervention plan (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. Individual teachers, PLCs, & building collaboratives analyze & act upon assessment data to remediate and enrich student learning through the use of online ELA sites/modules, additional support both online and face-to-face before & after core lessons, additional ELA games & manipulatives, at-level books, Khan Academy, other technologies, increased background knowledge, and argumentative, evidence-based STEM thinking skills. This is especially true of those that help support the inquiry process and argumentative and evidence-based writing.

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. Calkins, L. (2006). *A guide to writing workshops*.

8. Heinemann (n.a.). *Research base: Units of study for primary writing (grades K-2) & units of study for teaching writing (grades 3-5)*.

Tier: Tier 2

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

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| <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for title/31A paraprofessional, supplemental services through our student achievement data/Rtl ranking system). The district 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. And, it also extends learning to parents/guardians through various venues and open houses. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) to provide supplemental support to improve a student's learning plan. Support is determined by need and may include modeling, visual representations, mentor texts, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic writing structures, questioning to find predictions and summarization, retell, &amp; inferences, high-quality discussion with similarly grouped peers, text structural cues, etc.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs and on iPads;</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</li> <li>e. Rtl materials designated for targeted students (e.g., Sound Partners, Read Naturally, etc.) to enhance understanding and develop writing ideas and connections;</li> <li>f. Portable devices and educational apps (e.g., iPad &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).</li> <li>h. Parent Nights and Title I/31A Parent Meetings</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$66850 | Title I Part A, General Fund, Section 31a | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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## District Improvement Plan

Public Schools of Petoskey

### Strategy 3:

PLCs - Staff strategically uses MAISA and Lucy Calkins' as baseline writing units, student targets, pacing guides, and assessments. This allows PLCs to work at the same time on the same units, analyze similar data for effectiveness (qualitatively and quantitatively), and reflect individually and collectively about future steps to increase student and staff success. It also allows for different styles of engagement within the curriculum and in our communication to understand and teach the value of perseverance, growth mindsets, and promote STEM/STEAM applications in real life situations (e.g., with community partnerships). This process is aided by technology use and technology training to enhance keyboarding, other tech skills, research protocol, data use, informational & narrative writing, DOK thinking, creating, and collaborating as student and teacher skills are developed both on-line and off-line. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: English/Language Arts

Research Cited: 1--Luke, S. (2010, October). The power of strategy instruction. National Dissemination Center for Children with Disabilities.

2--Lipson, M. Y., Mosenthal, J., Daniels, P., & Woodside-Jiron, H. (2000). Process writing in the classrooms of eleven fifth-grade teachers with different orientations to teaching and learning. *The Elementary School Journal*, 101, 209-231.

3--MacArthur, C. A. (2006). The effects of new technologies on writing and writing processes. In A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of writing research*. 248-62). New York:Guilford.

4--Hyland. K. (2002). Directives: Argument and engagement in academic writing. *Applied Linguistics*. Vol. 23 (2). 215-239.

5- Merriam, S. B. (1988). *Case Study Research in Education. A Qualitative Approach*. Jossey-Bass Inc., Publishers, PO Box 44305, San Francisco, CA 94144-4305.

6. Dufour, R. & Eacker, R. (1998) *Professional learning communities at work*.

Tier: Tier 1

| Activity - Informational & Argumentative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Activity Type  | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding          | Staff Responsible                                                 |
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| District teaching staff uses MAISA/Calkins' Writing Units for base curriculum, common pacing guide, and common assessments. There could be more use of the MAISA Units in 6-12th, and K-5th teachers may prefer Lucy Calkins. Both are very similar in nature and, at times, use the same sources and resources. Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.<br><br>Schools: All Schools | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$22000           | General Fund, General Fund | Teachers<br>Paraprofessionals<br>Building/District Administrators |

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

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| <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$512000</p> | <p>Title I Part A, Section 31a, General Fund, Title II Part A, General Fund</p> | <p>Teachers Paraprofessionals Building/District Administrators</p> |
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**Goal 4: Science Proficiency for All Students**

**Measurable Objective 1:**

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

**Strategy 1:**

Aligned Curriculum Base - The district's curriculum base includes "updated" Oakland Science Units & "district-developed" STEM modules from K-12th grades. To meet the goal of moving all students to proficiency, we incorporate best-practice methodologies (e.g., scaffolding for gradual release, release of responsibility, and discipline-specific teaching approaches) found throughout NGSS and the 5D+ Evaluation Tool and offer teacher support in these areas. District-developed STEM modules begin with cross-cutting concepts & physical science/engineering and then lead into Life and Earth Sciences. We look closely at the potential for integration of literacy, math, and other content area standards and appropriate teaching models (e.g., RAISE, student targets, student engagement that is meaning making) to provide specialized instruction and support NGSS "shifts" of practice. College and career-readiness expectations for all students, appropriate STEM inquiry models, aligned formative and summative assessments, and specific Tier II/III vocabulary development are embedded in science teaching and learning. These will be under the direction of the District STEM/STEAM Coach, building principals, and the district's Teaching and Learning Director. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

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.

8- Marzano, R. (2013). Vocabulary for the common core.

9- Marzano, R. & Pickering, D. (2010). The highly engaged classroom.

10. . Fairweather, J. (n.d.) Linking evidence and promising practices in science, technology, engineering, and mathematics (STEM) undergraduate education: A status report for the National Academies National Research Council Board of Science Education.

11. Museus, S. D., Palmer, R. T., Davis, R. J., & Maramba, D.C. (2011) Special Issue: Racial and ethnic minority students' success in STEM Education. ASHE Higher Education Report.

12. Basham, J. D. & Marino, M. T. (Mar/April 2013). Understanding STEM education and supporting students through universal design for learning. Teaching

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Exceptional Children.

13. Anguilar, E. (2013). How coaching can impact teachers, principals, and students. Edutopia. This article begins with the need that educators need more "knowledge, skills, and practice after they enter the profession."

Tier: Tier 1

| Activity - Vocabulary Development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                          | Staff Responsible                                                                    |
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| <p>Teachers in K-12th PLC teams use consistent ELA/Sci. academic vocabulary progression (Tier I &amp; Tier II vocabulary in MI Science Standards)):</p> <p>a. Find and utilize/teach a consistent CCSS-based Tier I and Tier II Science Vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year.</p> <p>b. Align vocabulary through discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year.</p> <p>c. Develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically).</p> <p>d. Promote K-12th. Tier II and III vocabulary development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning techniques, think- alouds, inquiry-based learning, and real-world applications.</p> <p>Details for these endeavors are provided within the Title IA/IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, review of lesson/unit plans, evaluation observations/discussions, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$3605            | Title II Part A, Title I Part A, Section 31a, General Fund | Building/District Administrators<br>Teachers<br>Paraprofessionals<br>ISD Consultants |

| Activity - Professional Development & STEM Coach | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and PLCs can best prepare all students to master the Next Generation Science Standards. At the district level, professional development in science is primarily guided through the facilitation of our STEM Coach in the areas of Physical Science and Engineering. Attention is in the areas of:</p> <ul style="list-style-type: none"> <li>• common assessment development,</li> <li>• teacher-reflection rubrics,</li> <li>• common pacing,</li> <li>• inquiry-based learning,</li> <li>• model building and interpreting,</li> <li>• engineering,</li> <li>• technology uses for improved teaching, learning, &amp; engagement (e.g., building background knowledge, remediation, acceleration, research protocols),</li> <li>• data development, use, storage, and analysis,</li> <li>• strategies to improve science instruction (e.g., use of technology--like short video clips and free-source e-books, common misconceptions de-bunked, informational text, etc.),</li> <li>• K-12th development and implementation of MI Science Standards (related to NGSS) and aligned units of study (including changes from GLCEs/HSCEs and redistribution of materials),</li> <li>• cross-curricular implications,</li> <li>• the use of formative assessments (e.g., informational STEM journaling),</li> <li>• use and purchase of investigative equipment,</li> <li>• informational text at a variety of reading levels and literacy across the curriculum (e.g., Reading Apprenticeship), and</li> <li>• increased student engagement to create high levels of perseverance, stamina, grit, and growth mindsets within problem solving and investigative activities and labs.</li> </ul> <p>In essence, our STEM/STEAM Coach provides/will provide:</p> <ol style="list-style-type: none"> <li>1. Support for increased integration of math and informational writing in STEM/STEAM lessons</li> <li>2. Individualized coaching and modeling for teachers who may feel less secure with this project-based curriculum.</li> <li>3. Continue to enhance the STEM/STEAM Task Force involvement and dissemination of new STEM/STEAM rubrics, materials, &amp; applications.</li> <li>4. Work with a core STEM/STEAM group this summer to become building-level trainers.</li> <li>5. A platform to unpack Michigan's Life and Earth Science Standards and develop lesson protocols in these areas as well.</li> <li>6. Work with data teams to track the progress of implementation and integration through the use of data tools (e.g., Illuminate).</li> </ol> <p>These staff growth opportunities also arise from district expertise (e.g., teachers and administrators), ISD consultants, or outside experts and occur through the use of registration costs, provider fees, mileage/food/material reimbursements, or substitutes so that staff can attend special workshops and</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$131031</p> | <p>General Fund, Title II Part A</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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| <p>substitutes so that staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. There is a great importance to also inform and allow parents to experience these STEM/STEAM concepts and connections so that they can better understand, support, and enhance their children's science experiences.</p> <p>Schools: All Schools</p> |  |  |  |  |  |  |  |  |
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| Activity - Assessments                                                                                                                                                                                                                                                                                                                                                               | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                        |
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| <p>Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500             | Title II Part A   | Paraprofessional Teachers Administrators |

### Strategy 2:

Data-Driven Interventions & Preventions - Building/district data teams (e.g., by grade level, PODs, PLCs, etc.), the District Data Coach/Coordinator, and school/district school improvement teams (TLCs) continually analyzes (approximately every 4 weeks) student achievement data in science utilizing the District Assessment Plan (with affiliated benchmark proficiency scores below grade level or less than 60% accuracy through NWEA, M-STEP, MME/SAT, STEM informational journals, common assessments, etc.) and technology tools to locate areas of strength and weakness. Investigations review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. When areas of weaknesses are uncovered, a tiered intervention plan (Rtl) is provided for 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. Individual teachers, PLCs, & building collaboratives analyze & act upon assessment data to remediate and enrich student learning through the use of online science sites/modules, provide additional support both online and face-to-face before/after core lessons, and use additional manipulatives, at-level books, Khan Academy, other technologies, increasing background knowledge, and argumentative and evidence-based STEM thinking skills, especially those that help support the inquiry process, understanding tables and charts, model making and interpreting, and engineering.

Category: Science

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

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- 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 evidence-based classroom 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 2

| Activity - Tiered 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/III services (i.e., identified for services through our student achievement data/Rtl ranking system upon a data mining and inquiry process), the district 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. These are accomplished through the following opportunities:</p> <p>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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.</p> <p>b. Online learning opportunities for remediation and credit recovery in computer labs or iPads and apps.</p> <p>c. Remediation &amp; credit recovery software (e.g., IXL, SuccessMaker, OdysseyWare, NovaNet, Mobi Online, etc.).</p> <p>d. Leveled informational texts, mentor science texts (at a variety of reading levels), and exemplars in informational (e.g., math, science, and tech) categories.</p> <p>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of scientific concepts (e.g., Rtl manipulatives, leveled informational texts, etc.).</p> <p>e. Portable devices and educational apps (e.g., iPad and Mobi).</p> <p>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</p> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact is accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, teacher and paraprofessional meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p> <p>Schools: All Schools</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/01/2016</p> | <p>06/03/2019</p> | <p>\$113920</p> | <p>Section 31a, Title I Part A, General Fund</p> | <p>Teachers Paraprofessionals Building/District Administrators</p> |
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**Strategy 3:**

PLCs - Staff strategically implements NGSS curriculum, practices, student targets, pacing, and formative/summative assessments. The curriculum base is the

## District Improvement Plan

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“updated” Oakland Units with “district-created” STEM Units (beginning with Physical Science and Engineering and extending through Life and Earth Sciences). This allows PLCs to work at the same time on the same units, analyze similar data for effectiveness (qualitatively and quantitatively), and reflect individually and collectively about future steps to increase student and staff success. It also allows for a variety of student engagement and communication possibilities, promote STEM/STEAM applications in real life situations, and encourage community partnerships. This process is aided by technology use and technology training to enhance keyboarding, other tech skills, research potentials, data use, informational writing, DOK thinking, creating, and collaborating as student and teacher skills are continually developing. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: Science

Research Cited: 1--Luke, S. (2010, October). The power of strategy instruction. National Dissemination Center for Children with Disabilities.

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

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

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

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

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

Tier: Tier 1

| Activity - STEM/STEAM | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>"Updated" Oakland Units and "district-developed" STEM Units are used as base curriculum for our and MI Science Standards" (related to NGSS) "shifts" in practices, especially in the areas of Physical Science and Engineering. Petoskey is creating its own units for Physical Science in with the assistance of our K-12th STEM Coach. Beginning with the "practices" of inquiry, developing and using models, and engineering, Petoskey students and teachers have had a start in the NGSS. As we delve deeper into these standards, they are connected to many other disciplines and core subject areas and will continue to be developed from one grade level to the next. For example, model building and other NGSS associated skills begin in the early elementary grades and continue through high school:</p> <ol style="list-style-type: none"> <li>1. Developing and Using Models             <ol style="list-style-type: none"> <li>a. Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</li> <li>b. Developing a simple model based on evidence to represent a proposed object or tool. Examples: Connections to ELA/Literacy (SL.2.5)</li> </ol> </li> <li>2. Creating audio recordings of stories/poems and adding drawings or other visual displays to stories of experiences when appropriate to clarify ideas, thoughts, and feelings. Connections to Mathematics (MP.4) Model with mathematics &amp; (2.MD.D.10)</li> <li>3. Drawing a picture graph and a bar graph to represent a data set with up to four categories.</li> <li>4. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2);</li> </ol> <p>Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, within lesson plans and unit plans, PLC/building team meetings agendas and minutes, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Student engagement (e.g., ownership of learning), and instructional pedagogy will expand in the areas of Life and Earth Sciences in our 3-Year STEM/STEAM Plan with annual improvement (supported by data) in the following areas:</p> <ol style="list-style-type: none"> <li>1. Time spent in STEM/STEAM-related learning events.</li> <li>2. Deeper student understanding of physical science standards through real-life applications.</li> <li>3. Teacher and student interest and enthusiasm in the sciences and integrated applications.</li> <li>4. Heightened teacher awareness or confidence in teaching these subjects.</li> <li>5. Increased learning time per week on math and science K-5th.</li> </ol> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$410300</p> | <p>General Fund, Title II Part A</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District Administrators</p> |
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| <p>5th.<br/>6. Use of well-written student learning targets and associated assessments.<br/>7. A well-articulated progression of science and math curriculum K-12th.</p> <p>Schools: All Schools</p> |  |  |  |  |  |  |  |  |
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## Goal 5: Social Studies Proficiency for All Students

### Measurable Objective 1:

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

### Strategy 1:

Aligned Curriculum Base - The district incorporates the C3 Structure as outlined in the Oakland SS Units to improve learning through well-researched, best practice teaching (e.g., collaboration, coaching models, peer interaction, etc.) to construct deeper understandings and provide an implementation plan surrounding the College, Career, and Civic Life Framework (C3) that supports the MI Social Studies State Standards. Staff is paying attention to disciplinary and multidisciplinary concepts and practices (e.g., civics, economics, geography, and history) that allow students to investigate, analyze, explain, collaborate, and communicate ideas while connecting with our community via service projects. This is accomplished through the partnerships created within grade-level and across grade-level teams, PLCs, and community members. Use of C3 Units establishes increased fidelity of curriculum, support MI's standards, uncover common misunderstandings and misconceptions, increase the quality of questioning to probe for deeper understanding, and engage all students in the use of evidence to support arguments and create new connections. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

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), 240257.

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

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

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Columbus Public Schools.

8- Marzano, R. (2013). Vocabulary for the common core.

8- Rogers. K. & Simms, J. (2014). Teaching Argumentation.

Tier: Tier 1

| Activity - Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                                          | Staff Responsible                                                                    |
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| Teams in Professional Learning Community (PLC) teams adopt and develop high-profile social studies-specific vocabulary outlined in the C3 units that can help connect current learning to a broader purpose that translates into career and college readiness. They utilize and teach a consistent MI/CCSS-based Tier I/II vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year. This vocabulary builds forward and forms a natural progression between grade levels. Aligned vocabulary and discussions, beginning with the introduction of a curricular concept, revisit the Tier I/II vocabulary throughout the year. Vocabulary lists flow through grade levels and departments (horizontally and vertically). Promotion and learning of K-12th social studies vocabulary is development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge thinking (DOK), modeling, questioning, think-alouds, and real-world applications. Details for these endeavors is provided within the Title IA/IIA/31a itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson/unit plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$11500           | General Fund, Title II Part A, Title I Part A, Section 31a | Teachers<br>Paraprofessionals<br>Building/District Administrators<br>ISD Consultants |
| Schools: All Schools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                          |        |           |            |            |                   |                                                            |                                                                                      |

| 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 is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, &amp; Civic Life Framework (C3) for MI Social Studies State Standards. At the district level, professional development in social studies is primarily in the areas of:</p> <ul style="list-style-type: none"> <li>• Oakland Unit's, including the curriculum, common assessments, common pacing, inquiry, and analysis while using tables, graphs, diagrams, etc.,</li> <li>• collaboration,</li> <li>• service learning,</li> <li>• local and global economic, historical, civic, geographic concepts and interpretations,</li> <li>• 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, &amp; other informational text, performance-based learning, etc.).</li> </ul> <p>K-12th development and implementation of C3 and aligned units of study changes current GLCE/HSCE topics of study by grade level. Special attention is placed on:</p> <ul style="list-style-type: none"> <li>• civics and economics in elementary and middle school,</li> <li>• cross-curricular implications,</li> <li>• use of formative assessments,</li> <li>• literacy across the curriculum (e.g., Reading Apprenticeship),</li> <li>• use and purchase investigative sources and informational text at a variety of reading levels, and</li> <li>• increased student engagement to create high levels of persistence and growth mindsets to better understand and appreciate local and global concepts, history, and cultures.</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$47150</p> | <p>General Fund, Title II Part A</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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| Activity - Assessments                                                                                                                                                                                                                                                                                                                                                        | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                        |
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| Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.<br><br>Schools: All Schools | Professional Learning | Tier 1 |       | 09/05/2016 | 06/03/2019 | \$500             | Title II Part A   | Paraprofessional Teachers Administrators |

### Strategy 2:

Data-Driven Interventions & Preventions - Individual teachers, PLCs, the District Data Coach/Coordinator, & building collaboratives analyze & act upon assessment data to remediate and enrich student learning through the use of:

- a. online social studies sites and modules,
- b. additional support both online and face-to-face before or after core lessons, and
- c. additional manipulatives,
- d. pictures and videos,
- e. graphs and tables,
- f. at-level books,
- g. increased DOK thinking
- h. Khan Academy and other technology resources, and
- i. argumentative and evidence-based STEM and literacy skills (e.g., especially those that help support the inquiry process).

Building/district data teams (e.g., by grade level, PODs, PLCs, etc.) and school/district school improvement teams (TLCs) continually analyze (approximately every 4 weeks) student achievement data (utilizing the District Assessment Plan and affiliated benchmark proficiency scores below grade level or less than 60% accuracy through common assessments, M-STEP, MME/SAT, journals, portfolio work etc.) and technology tools to locate areas of strengths and weakness. Investigations review current and longitudinal data to determine gaps between individuals, groups, & subgroups and within core curricular areas. Once areas of weaknesses are uncovered, a tiered intervention plan (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: 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 evidence-based classroom 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

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outcomes and teacher satisfaction. Remedial and Special Education, 16(1), 16–28.

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

Tier: Tier 2

| Activity - Tiered 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/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <p>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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, 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 and credit recovery in computer labs;</p> <p>c. Remediation &amp; credit recovery software (e.g., SuccessMaker, IXL, 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 informational exemplars (e.g., civics, history, geography, economics, etc.) categories and in a variety of genres;</p> <p>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of content and understanding of primary concepts (e.g., IXL ELA, SuccessMaker, NovaNet-now GradPoint, OdysseyWare, etc.);</p> <p>f. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, &amp; other tablet devices); and</p> <p>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</p> <p>Details for these endeavors is provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/03/2016</p> | <p>06/03/2019</p> | <p>\$68000</p> | <p>Section 31a, General Fund, Title I Part A</p> | <p>Teachers Paraprofessionals Building Administrators</p> |
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**Strategy 3:**

PLCs - Staff strategically uses Oakland's Social Studies C3 Units as their base curriculum. These units tackle the areas of most need (i.e., postulated from tracking

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Petoskey's longitudinal social studies proficiency data since 2008) and align with the MI Social Studies Standards. The application of these units allow PLCs to work at the same time on the same units, analyze similar data for effectiveness together (qualitatively and quantitatively), and reflect individually and collectively about future steps to increase student and staff success. The units also support the significances of perseverance and growth mindsets while utilizing authentic applications. The inclusion of technology literacy within these units further supports internet safety, keyboarding skills, creativity, exploration, research, productivity, and collaboration. This strategy will be monitored and supported through the 5D+ coaching/evaluation model and the interconnectivity and communication between PLC/building team members.

Category: Social Studies

Research Cited: 1--Luke, S. (2010, October). The power of strategy instruction. National Dissemination Center for Children with Disabilities.

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

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

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

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

Tier: Tier 1

| Activity - C3 Inquiry Arc | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Oakland’s Social Studies Units, based on the C3 Framework, are used to teach and scaffold Career, College, and Civic Life Inquiry Arc of C3. They are strategically used within the base curriculum to align practices, student targets, pacing guides, and assessments within the units. This allows PLCs to work at the same time on the same units, analyze similar data points for effectiveness, and reflect both individually and collectively about future strategies to increase student and staff success. It also enhances different styles of student engagement and communication, especially concerning the applications to real-life situations in the following dimensions:<br/> a. Dimension 1- Developing Questions and Planning Inquiries<br/> b. Dimension 2- Applying Disciplinary Concepts and Tools (Civics, Econ, Geography, &amp; History)<br/> c. Dimension 3- Evaluating Sources and Using Evidence<br/> d. Dimension 4- Communicating Conclusions and Taking Informed Action<br/> "Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to transverse successfully the world of college, career, and civic life." We want Public Schools of Petoskey's students to experience and understand the interconnectivity of what they are learning in all of their courses and see how it fits together in their current and future lives (e.g., reading, writing, STEM, science, social studies, math, the arts, PE, world languages, career tech, etc.) Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations and discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> <p>Schools: All Schools</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/03/2016</p> | <p>06/03/2019</p> | <p>\$400000</p> | <p>General<br/>Fund</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>Building/District<br/>Administrat<br/>ors</p> |
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**Goal 6: Creating a Climate that Supports Growth for All Students**

**Measurable Objective 1:**

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

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### Strategy 1:

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

Category: Learning Support Systems

Research Cited: 1. Morsy and Rothstein (2015). Five social disadvantages that depress student performance: Why schools alone can't close achievement gaps. Economic Policy Institute.

2. Terzian, M., Moore, K., & Hamilton, K (2009). Effective and promising summer learning programs and approaches for economically-disadvantaged children and youth. A white paper commissioned by the Wallace Foundation.

Tier: Tier 2

| Activity - Extended Learning Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Activity Type                                                                                                                                                                                   | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                                                   |
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| <p>Wrap-Around Services- This includes district and community resources that work as a team to support a student or family. It may mean that a child (or other family members) receives extended summer (or during the school year) learning opportunities, accesses credit recovery labs, receives time in the Center (at PHS) for 1-on-1 assistance, has a smaller group learning environment in the SAASE Lab (at PMS) supported in the classroom by paraprofessionals/tutors, gets face-to-face and online interventions/preventions, is connected to the Health Department/Community Action Agency/local health-care providers/Community Mental Health, is part of a collaborative mental health collaborative with Alcona Health Care System, has access to Charlevoix-Emmet ISD resources, or has Tier II or III academic or behavioral supports from the district.</p> <p>Schools: All Schools</p> | <p>Parent Involvement, Professional Learning, Community Engagement, Teacher Collaboration, Direct Instruction, Behavioral Support Program, Supplemental Materials, Academic Support Program</p> | Tier 2 | Getting Ready | 09/05/2016 | 06/03/2019 | \$20000           | Section 31a       | Teachers<br>Paraprofessionals<br>Counselors<br>Administrators<br>Community Partners |

| Activity - Dimensional Learning | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>Dimensional learning has an active classroom and growth mindset base and encompasses big concepts in the 5D+ Evaluation/Coaching Model--such as heightened student engagement (e.g., ownership of learning &amp; student choice), understandable student learning targets, classroom environment/culture with rituals and norms for learning, collaboration, debriefing, scaffolding and differentiated instruction, quality of questioning, substance of student talk, and connected learning standards with clearly articulated criteria for student success.</p> <p>Schools: All Schools</p> | Curriculum Development | Tier 3 | Implement | 09/05/2016 | 06/03/2019 | \$20000           | General Fund      | Teacher Administrators<br>Counselors<br>Community Partnerships (Camp Daggett)<br>Petoskey Education Foundation (PEF) |
| <p>Activity - Reading Apprenticeship</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                                                                                    |
| <p>Reading Apprenticeship (RA) literacy training, with increased reading and writing supports through specific teaching protocols, will continue at PHS and become more prevalent in the middle school and high school in the content areas of Science, Social Studies, Career Tech, and Mathematics.</p> <p>Schools: All Schools</p>                                                                                                                                                                                                                                                              | Professional Learning  | Tier 1 | Monitor   | 09/05/2016 | 06/03/2019 | \$15000           | Title II Part A   | Administrators<br>Teachers<br>RA Personnel/<br>Trainers<br>Char-Em<br>ISD                                            |

# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

**Title I Part A**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| <p>Tiered Interventions</p> | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for title/31A paraprofessional, supplemental services through our student achievement data/Rtl ranking system). The district 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. And, it also extends learning to parents/guardians through various venues and open houses. These are accomplished through the following opportunities:<br/> a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) to provide supplemental support to improve a student's learning plan. Support is determined by need and may include modeling, visual representations, mentor texts, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic writing structures, questioning to find predictions and summarization, retell, &amp; inferences, high-quality discussion with similarly grouped peers, text structural cues, etc.<br/> b. Online learning opportunities for remediation and credit recovery in computer labs and on iPads;<br/> c. Remediation &amp; credit recovery software (e.g., IXL literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, etc.);<br/> d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;<br/> e. Rtl materials designated for targeted students (e.g., Sound Partners, Read Naturally, etc.) to enhance understanding and develop writing ideas and connections;<br/> f. Portable devices and educational apps (e.g., iPad &amp; other tablet devices); and<br/> g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).<br/> h. Parent Nights and Title I/31A Parent Meetings<br/> Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans.<br/> Observing and appraising implementation fidelity</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$49200</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District Administrators</p> |
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|  | <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p> |  |  |  |  |  |  |  |
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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system upon a data mining and inquiry process), the district 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. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs or iPads and apps.</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL, SuccessMaker, OdysseyWare, NovaNet, Mobi Online, etc.).</li> <li>d. Leveled informational texts, mentor science texts (at a variety of reading levels), and exemplars in informational (e.g., math, science, and tech) categories.</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of scientific concepts (e.g., Rtl manipulatives, leveled informational texts, etc.).</li> <li>e. Portable devices and educational apps (e.g., iPad and Mobi).</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact is accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions.</p> | Academic Support Program | Tier 2 | Monitor | 06/01/2016 | 06/03/2019 | \$40239 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|            | analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, teacher and paraprofessional meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                          |        |           |            |            |       |                                                                                      |
| Vocabulary | Teams in Professional Learning Community (PLC) teams adopt and develop high-profile social studies-specific vocabulary outlined in the C3 units that can help connect current learning to a broader purpose that translates into career and college readiness. They utilize and teach a consistent MI/CCSS-based Tier I/II vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year. This vocabulary builds forward and forms a natural progression between grade levels. Aligned vocabulary and discussions, beginning with the introduction of a curricular concept, revisit the Tier I/II vocabulary throughout the year. Vocabulary lists flow through grade levels and departments (horizontally and vertically). Promotion and learning of K-12th social studies vocabulary is development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge thinking (DOK), modeling, questioning, think-alouds, and real-world applications. Details for these endeavors is provided within the Title IA/IIA/31a itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson/unit plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building/District Administrators<br>ISD Consultants |

**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for Title/31A supplemental, paraprofessional support services through our student achievement data and RtI ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who plan and supervise interventions) 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 learning time or background knowledge, corrective feedback, further vocabulary practice, fluency of Dolch Sight Words and other vocabulary lists, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.</li> <li>b. Online learning opportunities for remediation, practice, and credit recovery in computer labs, on iPads, or with classroom tech;</li> <li>c. Remediation &amp; credit recovery software (e.g., primarily IXL for literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, Mobi Online, A-Z, RAZ Kids, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</li> <li>e. RtI materials programs designated for targeted students (e.g., Treasures Leveled Readers, manipulatives, Sound Partners, Reading Recovery, Read Naturally, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad, Mobi, &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during</p> | Academic Support Program | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$64757 | Teachers<br>Paraprofessionals<br>District/Building Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|                                          | <p>and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, in lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                            |               |                  |                   |                   |               |                                                                                          |
| <p>Online Learning &amp; Assessments</p> | <p>Growing technology content-area knowledge, skills, &amp; fluency is accomplished by:<br/> A. Working with the STEM Coach and developing STEM/STEAM curriculum and common assessment models.<br/> B. Text-to-Text (Media, Literacy, etc.) comprehension &amp; comparisons for informational texts related to math concepts in real-life scenarios..<br/> C. Using &amp; managing Technology Tools.<br/> D. Building &amp; enhancing individual &amp; group stamina, perseverance, grit, &amp; growth mindsets. This may include materials, resources, STEM Coach, and the expertise of staff and outside specialists. All will be necessary. Details for these endeavors are provided within the Title 1A/IIA/31A itemized grant allocations, general fund allocations, and detailed district PD &amp; comprehensive plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/10/2015</p> | <p>06/03/2019</p> | <p>\$2000</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>Building/District<br/>Administrat<br/>ors</p> |

**District Improvement Plan**

Public Schools of Petoskey

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| <p>Reading Focus Areas</p> | <p>Informational and narrative reading skills are developed in all K-12th content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.). A major common, district focus is on close and critical reading, along with summarization and retelling within narrative and informational text. There is also need to increase understanding and use of text-to-text and text-to-media implications. Areas to consider as we focus on primary comprehension and use of text skills are:</p> <ul style="list-style-type: none"> <li>a. Ability to Cite Evidence,</li> <li>b. Support Analysis,</li> <li>c. Determine Central Ideas,</li> <li>d. Find Primary &amp; Secondary Sources,</li> <li>e. Summarize,</li> <li>f. Determine Fact/Opinion,</li> <li>g. Consider Inferences,</li> <li>h. Determine Cause &amp; Effect,</li> <li>i. Build Content Vocabulary,</li> <li>j. Sequence,</li> <li>k. Know Point of View,</li> <li>l. Determine Author's Purpose,</li> <li>m. Compare/Contrast, Evaluate,</li> <li>n. Create/Produce,</li> <li>o. Find Discrepancies Among Sources,</li> <li>p. Find &amp; Consider Arguments,</li> <li>q. Determine or Create Points of View,</li> <li>r. Use</li> </ul> <p>Charts/Graphs/Tables/Photographs/Illustrations/Maps/Videos/Research Data, and</p> <ul style="list-style-type: none"> <li>s. Various Comprehension Strategies (e.g., activating prior knowledge, prediction from clues in structure, questioning, discussion, visualization, understanding the purpose of the lesson/task, engaging students, and providing time and choices).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, a review of unit and lesson plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$1360</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>District/Buil<br/>ding<br/>Administrat<br/>ors</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Text-to-Text &amp; Vocabulary</p> | <p>Staff uses consistent ELA &amp; academic vocabulary progression (Tier I /II vocabulary) within each grade level or department and continually uses this vocabulary in the classroom throughout the year. PLCs need to align and discuss vocabulary vertically, beginning with the introduction of a curricular concept and continue to revisit it throughout the year. All students also explore increasing numbers of text-to-text comparisons through the interpretation and understanding of Tier I/II vocabulary words and the content that vocabulary holds. Through vocabulary development, students are also more engaged as they take ownership of their learning and begin to engage in more close and critical reading. There is an exploration of main ideas, themes, authors' style, characters, plot, &amp; setting, inferences, summarization &amp; retelling, and a better understanding of genre in narrative and informational texts. These actions include the use of different media as well as printed text. Same or similar (level-appropriate) mentor texts and supportive technology tools are used with students during Tier I/II intervention times to review, practice, remediate, or support core instruction. Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$210</p> | <p>Teachers<br/>Paraprofessionals<br/>Building &amp; District Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Vocabulary Development</p> | <p>Teachers in K-12th PLC teams use consistent ELA/Sci. academic vocabulary progression (Tier I &amp; Tier II vocabulary in MI Science Standards):</p> <p>a. Find and utilize/teach a consistent CCSS-based Tier I and Tier II Science Vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year.</p> <p>b. Align vocabulary through discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year.</p> <p>c. Develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically).</p> <p>d. Promote K-12th.Tier II and III vocabulary development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning techniques, think-alouds, inquiry-based learning, and real-world applications.</p> <p>Details for these endeavors are provided within the Title IA/IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, review of lesson/unit plans, evaluation observations/discussions, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$1000</p> | <p>Building/District Administrators<br/>Teachers<br/>Paraprofessionals<br/>ISD Consultants</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Educational Team Members</p> | <p>Parent involvement and engagement are highly regarded for all students--and especially for those students receiving academic or social support. Families are invited to attend or receive: Family Nights (that include Math Games, Reading Supports across the Curriculum, MI Reading Standards and their "shifts" in practice, STEM/STEAM Open Play, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, Title Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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 children's' affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, NCPPIE, NEA, McKinney-Vento, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Parent Involvement</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$547</p> | <p>Teachers<br/>Paraprofessionals<br/>Support Staff<br/>Building/District Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Educational Team Members</p> | <p>Family involvement/engagement is highly regarded for all students--and especially for those students receiving additional academic or social support. Families are invited to attend or receive: Family Nights (with learning centers involving Math Fluency and Problem Solving Games, Reading Supports across the Curriculum, Shifts in Michigan Learning Standards, Growth Mindsets, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, School Board Meetings, Title &amp; other newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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. on important topics for the year and to help them support their children's' affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, PTA, NEA, McKinney-Vento, growth mindsets, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, PLC/building team meetings, student &amp; parent survey responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Parent Involvement</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$217</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| Using Tech Supports | <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| Text-to-Text & Vocab | Students use specific Tier I/II vocabulary, mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose & style, characterization, themes, setting, plot, summarization & retelling, and the understanding and use of inferences. Same or similar, level-appropriate, mentor texts and Tier I/II vocabulary development are used with students during Tier II/III intervention times to review or support core writing instruction. PLCs find, utilize, and teach a consistent MI/CCSS-based Tier I and Tier II ELA/academic vocabulary within each grade level, department, or classroom and continually use this vocabulary in the throughout the year. PLCs align vocabulary and discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year. Details for these endeavors are provided within the Title IA/IIA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson & unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building & District Administrators<br>ISD<br>Literacy Consultant<br>Technology Director |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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, 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;</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs;</li> <li>c. Remediation &amp; credit recovery software (e.g., SuccessMaker, IXL, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and informational exemplars (e.g., civics, history, geography, economics, etc.) categories and in a variety of genres;</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of content and understanding of primary concepts (e.g., IXL ELA, SuccessMaker, NovaNet-now GradPoint, OdysseyWare, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors is provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data</p> | Academic Support Program | Tier 2 | Monitor | 06/03/2016 | 06/03/2019 | \$20500 | Teachers<br>Paraprofessionals<br>Building Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>The District Math Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides the tools and support personnel necessary to support learning through technology and face-to-face formats, often in pull-outs or a blended settings within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified teachers, under the supervision of classroom teachers, and provide supplemental actions to support 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, extra practice time, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.;</li> <li>b. Online learning opportunities for remediation and credit recovery within building computer labs, on iPads, or from tech on carts;</li> <li>c. Remediation &amp; credit recovery software includes free online resources and those that require licensing fees (e.g., primarily IXL math, OdysseyWare, NovaNet/GradPoint, possibly Mobi Math online, SuccessMaker, TimezAttack, etc...);</li> <li>d. Informational 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;</li> <li>e. Rtl materials programs designated for targeted students (e.g., Triumphs Rtl, specific manipulatives, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad/apps, Mobi Math/apps, &amp; other tablet devices); and</li> <li>g. Summer Learning, Spring Break Support, &amp; NCMC Summer Math Camp opportunities (designed to meet individual building and students' needs).</li> <li>10. Training parents to be partners in the learning process.</li> </ul> <p>Details for these endeavors are provided within</p> | Academic Support Program | Tier 2 | Implement | 06/11/2015 | 06/03/2019 | \$70023 | Teachers<br>Paraprofessionals<br>District/Building Administrators |
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## District Improvement Plan

Public Schools of Petoskey

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|  | <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit/lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, teacher and paraprofessional meetings, and school/district improvement monitoring/planning meetings.</p> |  |  |  |  |  |  |  |
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### Section 31a

| Activity Name                            | Activity Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Activity Type         | Tier          | Phase            | Begin Date        | End Date          | Resource Assigned | Staff Responsible                                                          |
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| <p>Online Learning &amp; Assessments</p> | <p>Growing technology content-area knowledge, skills, &amp; fluency is accomplished by:<br/>           A. Working with the STEM Coach and developing STEM/STEAM curriculum and common assessment models.<br/>           B. Text-to-Text (Media, Literacy, etc.) comprehension &amp; comparisons for informational texts related to math concepts in real-life scenarios..<br/>           C. Using &amp; managing Technology Tools.<br/>           D. Building &amp; enhancing individual &amp; group stamina, perseverance, grit, &amp; growth mindsets. This may include materials, resources, STEM Coach, and the expertise of staff and outside specialists. All will be necessary. Details for these endeavors are provided within the Title 1A/IIA/31A itemized grant allocations, general fund allocations, and detailed district PD &amp; comprehensive plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/10/2015</p> | <p>06/03/2019</p> | <p>\$2500</p>     | <p>Teachers<br/>Paraprofessionals<br/>Building/District Administrators</p> |

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| <p>Reading Focus Areas</p> | <p>Informational and narrative reading skills are developed in all K-12th content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.). A major common, district focus is on close and critical reading, along with summarization and retelling within narrative and informational text. There is also need to increase understanding and use of text-to-text and text-to-media implications. Areas to consider as we focus on primary comprehension and use of text skills are:</p> <ul style="list-style-type: none"> <li>a. Ability to Cite Evidence,</li> <li>b. Support Analysis,</li> <li>c. Determine Central Ideas,</li> <li>d. Find Primary &amp; Secondary Sources,</li> <li>e. Summarize,</li> <li>f. Determine Fact/Opinion,</li> <li>g. Consider Inferences,</li> <li>h. Determine Cause &amp; Effect,</li> <li>i. Build Content Vocabulary,</li> <li>j. Sequence,</li> <li>k. Know Point of View,</li> <li>l. Determine Author's Purpose,</li> <li>m. Compare/Contrast, Evaluate,</li> <li>n. Create/Produce,</li> <li>o. Find Discrepancies Among Sources,</li> <li>p. Find &amp; Consider Arguments,</li> <li>q. Determine or Create Points of View,</li> <li>r. Use</li> </ul> <p>Charts/Graphs/Tables/Photographs/Illustrations/Maps/Videos/Research Data, and</p> <ul style="list-style-type: none"> <li>s. Various Comprehension Strategies (e.g., activating prior knowledge, prediction from clues in structure, questioning, discussion, visualization, understanding the purpose of the lesson/task, engaging students, and providing time and choices).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, a review of unit and lesson plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$1000</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>District/Buil<br/>ding<br/>Administrat<br/>ors</p> |
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| <p>Vocabulary Development</p> | <p>Teachers in K-12th PLC teams use consistent ELA/Sci. academic vocabulary progression (Tier I &amp; Tier II vocabulary in MI Science Standards):</p> <p>a. Find and utilize/teach a consistent CCSS-based Tier I and Tier II Science Vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year.</p> <p>b. Align vocabulary through discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year.</p> <p>c. Develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically).</p> <p>d. Promote K-12th.Tier II and III vocabulary development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning techniques, think-alouds, inquiry-based learning, and real-world applications.</p> <p>Details for these endeavors are provided within the Title IA/IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, review of lesson/unit plans, evaluation observations/discussions, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$1000</p> | <p>Building/District Administrators<br/>Teachers<br/>Paraprofessionals<br/>ISD<br/>Consultants</p> |
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| Text-to-Text & Vocab | Students use specific Tier I/II vocabulary, mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose & style, characterization, themes, setting, plot, summarization & retelling, and the understanding and use of inferences. Same or similar, level-appropriate, mentor texts and Tier I/II vocabulary development are used with students during Tier II/III intervention times to review or support core writing instruction. PLCs find, utilize, and teach a consistent MI/CCSS-based Tier I and Tier II ELA/academic vocabulary within each grade level, department, or classroom and continually use this vocabulary in the throughout the year. PLCs align vocabulary and discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year. Details for these endeavors are provided within the Title IA/IIA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson & unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building & District Administrators<br>ISD<br>Literacy Consultant<br>Technology Director |
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| Tiered Interventions | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for title/31A paraprofessional, supplemental services through our student achievement data/Rtl ranking system). The district 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. And, it also extends learning to parents/guardians through various venues and open houses. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) to provide supplemental support to improve a student's learning plan. Support is determined by need and may include modeling, visual representations, mentor texts, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic writing structures, questioning to find predictions and summarization, retell, &amp; inferences, high-quality discussion with similarly grouped peers, text structural cues, etc.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs and on iPads;</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</li> <li>e. Rtl materials designated for targeted students (e.g., Sound Partners, Read Naturally, etc.) to enhance understanding and develop writing ideas and connections;</li> <li>f. Portable devices and educational apps (e.g., iPad &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).</li> <li>h. Parent Nights and Title I/31A Parent Meetings</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity</p> | Academic Support Program | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$7650 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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|  | <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p> |  |  |  |  |  |  |  |
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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system upon a data mining and inquiry process), the district 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. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs or iPads and apps.</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL, SuccessMaker, OdysseyWare, NovaNet, Mobi Online, etc.).</li> <li>d. Leveled informational texts, mentor science texts (at a variety of reading levels), and exemplars in informational (e.g., math, science, and tech) categories.</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of scientific concepts (e.g., Rtl manipulatives, leveled informational texts, etc.).</li> <li>e. Portable devices and educational apps (e.g., iPad and Mobi).</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact is accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions.</p> | Academic Support Program | Tier 2 | Monitor | 06/01/2016 | 06/03/2019 | \$63320 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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|  | analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, teacher and paraprofessional meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s. |  |  |  |  |  |  |  |
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**District Improvement Plan**

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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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, 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;</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs;</li> <li>c. Remediation &amp; credit recovery software (e.g., SuccessMaker, IXL, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and informational exemplars (e.g., civics, history, geography, economics, etc.) categories and in a variety of genres;</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of content and understanding of primary concepts (e.g., IXL ELA, SuccessMaker, NovaNet-now GradPoint, OdysseyWare, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors is provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data</p> | Academic Support Program | Tier 2 | Monitor | 06/03/2016 | 06/03/2019 | \$12500 | Teachers<br>Paraprofessionals<br>Building Administrators |
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|  | walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. |  |  |  |  |  |  |  |
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| Tiered Interventions | <p>The District Math Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides the tools and support personnel necessary to support learning through technology and face-to-face formats, often in pull-outs or a blended settings within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <p>a. Title IA and 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 certified teachers, under the supervision of classroom teachers, and provide supplemental actions to support 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, extra practice time, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.;</p> <p>b. Online learning opportunities for remediation and credit recovery within building computer labs, on iPads, or from tech on carts;</p> <p>c. Remediation &amp; credit recovery software includes free online resources and those that require licensing fees (e.g., primarily IXL math, OdysseyWare, NovaNet/GradPoint, possibly Mobi Math online, SuccessMaker, TimezAttack, etc...);</p> <p>d. Informational 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 (e.g., Triumphs Rtl, specific manipulatives, etc.);</p> <p>f. Portable devices and educational apps (e.g., iPad/apps, Mobi Math/apps, &amp; other tablet devices); and</p> <p>g. Summer Learning, Spring Break Support, &amp; NCMC Summer Math Camp opportunities (designed to meet individual building and students' needs).</p> <p>10. Training parents to be partners in the learning process.</p> <p>Details for these endeavors are provided within</p> | Academic Support Program | Tier 2 | Implement | 06/11/2015 | 06/03/2019 | \$73540 | Teachers<br>Paraprofessionals<br>District/Building Administrators |
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|                                        | <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit/lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, teacher and paraprofessional meetings, and school/district improvement monitoring/planning meetings.</p>                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                 |               |                      |                   |                   |                |                                                                                                |
| <p>Extended Learning Opportunities</p> | <p>Wrap-Around Services- This includes district and community resources that work as a team to support a student or family. It may mean that a child (or other family members) receives extended summer (or during the school year) learning opportunities, accesses credit recovery labs, receives time in the Center (at PHS) for 1-on-1 assistance, has a smaller group learning environment in the SAASE Lab (at PMS)supported in the classroom by paraprofessionals/tutors, gets face-to-face and online interventions/preventions, is connected to the Health Department/Community Action Agency/local health-care providers/Community Mental Health, is part of a collaborative mental health collaborative with Alcona Health Care System, has access to Charlevoix-Emmet ISD resources, or has Tier II or III academic or behavioral supports from the district.</p> | <p>Parent Involvement, Professional Learning, Community Engagement, Teacher Collaboration, Direct Instruction, Behavioral Support Program, Supplemental Materials, Academic Support Program</p> | <p>Tier 2</p> | <p>Getting Ready</p> | <p>09/05/2016</p> | <p>06/03/2019</p> | <p>\$20000</p> | <p>Teachers<br/>Paraprofessionals<br/>Counselors<br/>Administrators<br/>Community Partners</p> |

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| <p>Tiered Interventions</p> | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for Title/31A supplemental, paraprofessional support services through our student achievement data and Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:<br/> a. Title IA and 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 certified classroom teachers (who plan and supervise interventions) 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 learning time or background knowledge, corrective feedback, further vocabulary practice, fluency of Dolch Sight Words and other vocabulary lists, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.<br/> b. Online learning opportunities for remediation, practice, and credit recovery in computer labs, on iPads, or with classroom tech;<br/> c. Remediation &amp; credit recovery software (e.g., primarily IXL for literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, Mobi Online, A-Z, RAZ Kids, etc.);<br/> d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;<br/> e. Rtl materials programs designated for targeted students (e.g., Treasures Leveled Readers, manipulatives, Sound Partners, Reading Recovery, Read Naturally, etc.);<br/> f. Portable devices and educational apps (e.g., iPad, Mobi, &amp; other tablet devices); and<br/> g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).<br/> Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$95276</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, in lesson and unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s. |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| Using Tech Supports | <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| Vocabulary | <p>Teams in Professional Learning Community (PLC) teams adopt and develop high-profile social studies-specific vocabulary outlined in the C3 units that can help connect current learning to a broader purpose that translates into career and college readiness. They utilize and teach a consistent MI/CCSS-based Tier I/II vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year. This vocabulary builds forward and forms a natural progression between grade levels. Aligned vocabulary and discussions, beginning with the introduction of a curricular concept, revisit the Tier I/II vocabulary throughout the year. Vocabulary lists flow through grade levels and departments (horizontally and vertically). Promotion and learning of K-12th social studies vocabulary is development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge thinking (DOK), modeling, questioning, think-alouds, and real-world applications. Details for these endeavors is provided within the Title IA/IIA/31a itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson/unit plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building/District Administrators<br>ISD Consultants |
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**General Fund**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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**District Improvement Plan**

Public Schools of Petoskey

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| Using Tech Supports | <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$455000 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Tiered Interventions</p> | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for Title/31A supplemental, paraprofessional support services through our student achievement data and Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:<br/> a. Title IA and 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 certified classroom teachers (who plan and supervise interventions) 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 learning time or background knowledge, corrective feedback, further vocabulary practice, fluency of Dolch Sight Words and other vocabulary lists, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.<br/> b. Online learning opportunities for remediation, practice, and credit recovery in computer labs, on iPads, or with classroom tech;<br/> c. Remediation &amp; credit recovery software (e.g., primarily IXL for literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, Mobi Online, A-Z, RAZ Kids, etc.);<br/> d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;<br/> e. Rtl materials programs designated for targeted students (e.g., Treasures Leveled Readers, manipulatives, Sound Partners, Reading Recovery, Read Naturally, etc.);<br/> f. Portable devices and educational apps (e.g., iPad, Mobi, &amp; other tablet devices); and<br/> g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).<br/> Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$10000</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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|                                      | <p>and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, in lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                 |               |                  |                   |                   |               |                                                                                  |
| <p>Text-to-Text &amp; Vocabulary</p> | <p>Staff uses consistent ELA &amp; academic vocabulary progression (Tier I /II vocabulary) within each grade level or department and continually uses this vocabulary in the classroom throughout the year. PLCs need to align and discuss vocabulary vertically, beginning with the introduction of a curricular concept and continue to revisit it throughout the year. All students also explore increasing numbers of text-to-text comparisons through the interpretation and understanding of Tier I/II vocabulary words and the content that vocabulary holds. Through vocabulary development, students are also more engaged as they take ownership of their learning and begin to engage in more close and critical reading. There is an exploration of main ideas, themes, authors' style, characters, plot, &amp; setting, inferences, summarization &amp; retelling, and a better understanding of genre in narrative and informational texts. These actions include the use of different media as well as printed text. Same or similar (level-appropriate) mentor texts and supportive technology tools are used with students during Tier I/II intervention times to review, practice, remediate, or support core instruction. Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$7000</p> | <p>Teachers<br/>Paraprofessionals<br/>Building &amp; District Administrators</p> |

**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development</p> | <p>Professional development is targeted in primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing is in the areas of:</p> <ul style="list-style-type: none"> <li>• technology uses for improved teaching, learning, and student engagement (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.),</li> <li>• the development and implementation of MI Writing Standards (with common assessments and pacing) and MAISA Writing/Lucy Calkins Writing Units, with special attention on the writing process in content areas,</li> <li>• use of formative assessments,</li> <li>• descriptive feedback to better guide instruction and improve learning,</li> <li>• literacy, reading and writing, across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.),</li> <li>• STEM/STEAM integration (including cross-curricular and informational writing), and</li> <li>• increasing student engagement to create high levels of stamina and growth mindsets (e.g., when writing informational, argumentative, research-based, and narrative pieces).</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$13200</p> | <p>Teachers<br/>Paraprofessionals<br/>District and Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Vocabulary</p>                        | <p>Teams in Professional Learning Community (PLC) teams adopt and develop high-profile social studies-specific vocabulary outlined in the C3 units that can help connect current learning to a broader purpose that translates into career and college readiness. They utilize and teach a consistent MI/CCSS-based Tier I/II vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year. This vocabulary builds forward and forms a natural progression between grade levels. Aligned vocabulary and discussions, beginning with the introduction of a curricular concept, revisit the Tier I/II vocabulary throughout the year. Vocabulary lists flow through grade levels and departments (horizontally and vertically). Promotion and learning of K-12th social studies vocabulary is development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge thinking (DOK), modeling, questioning, think-alouds, and real-world applications. Details for these endeavors is provided within the Title IA/IIA/31a itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson/unit plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$10000</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District Administrators<br/>ISD Consultants</p> |
| <p>Informational &amp; Argumentative</p> | <p>District teaching staff uses MAISA/Calkins' Writing Units for base curriculum, common pacing guide, and common assessments. There could be more use of the MAISA Units in 6-12th, and K-5th teachers may prefer Lucy Calkins. Both are very similar in nature and, at times, use the same sources and resources. Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Implementation</p>           | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$10000</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District Administrators</p>                     |

**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system upon a data mining and inquiry process), the district 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. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs or iPads and apps.</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL, SuccessMaker, OdysseyWare, NovaNet, Mobi Online, etc.).</li> <li>d. Leveled informational texts, mentor science texts (at a variety of reading levels), and exemplars in informational (e.g., math, science, and tech) categories.</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of scientific concepts (e.g., Rtl manipulatives, leveled informational texts, etc.).</li> <li>e. Portable devices and educational apps (e.g., iPad and Mobi).</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact is accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions.</p> | Academic Support Program | Tier 2 | Monitor | 06/01/2016 | 06/03/2019 | \$10361 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, teacher and paraprofessional meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s. |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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, 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;</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs;</li> <li>c. Remediation &amp; credit recovery software (e.g., SuccessMaker, IXL, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and informational exemplars (e.g., civics, history, geography, economics, etc.) categories and in a variety of genres;</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of content and understanding of primary concepts (e.g., IXL ELA, SuccessMaker, NovaNet-now GradPoint, OdysseyWare, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors is provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data</p> | Academic Support Program | Tier 2 | Monitor | 06/03/2016 | 06/03/2019 | \$35000 | Teachers<br>Paraprofessionals<br>Building Administrators |
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## District Improvement Plan

Public Schools of Petoskey

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|                               | walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                        |        |           |            |            |         |                                                                                                                         |
| Online Learning & Assessments | <p>Growing technology content-area knowledge, skills, &amp; fluency is accomplished by:</p> <p>A. Working with the STEM Coach and developing STEM/STEAM curriculum and common assessment models.</p> <p>B. Text-to-Text (Media, Literacy, etc.) comprehension &amp; comparisons for informational texts related to math concepts in real-life scenarios..</p> <p>C. Using &amp; managing Technology Tools.</p> <p>D. Building &amp; enhancing individual &amp; group stamina, perseverance, grit, &amp; growth mindsets. This may include materials, resources, STEM Coach, and the expertise of staff and outside specialists. All will be necessary. Details for these endeavors are provided within the Title 1A/IIA/31A itemized grant allocations, general fund allocations, and detailed district PD &amp; comprehensive plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation         | Tier 1 | Implement | 06/10/2015 | 06/03/2019 | \$78209 | Teachers<br>Paraprofessionals<br>Building/District<br>Administrators                                                    |
| Dimensional Learning          | Dimensional learning has an active classroom and growth mindset base and encompasses big concepts in the 5D+ Evaluation/Coaching Model-- such as heightened student engagement (e.g., ownership of learning & student choice), understandable student learning targets, classroom environment/culture with rituals and norms for learning, collaboration, debriefing, scaffolding and differentiated instruction, quality of questioning, substance of student talk, and connected learning standards with clearly articulated criteria for student success.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Curriculum Development | Tier 3 | Implement | 09/05/2016 | 06/03/2019 | \$20000 | Teacher<br>Administrators<br>Counselors<br>Community Partnerships (Camp Daggett)<br>Petoskey Education Foundation (PEF) |

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| <p>Professional Development</p> | <p>Professional development is targeted in primary areas so that teachers/paraprofessionals/administrators/ PLCs can best prepare all students to master MI Reading Standards. PD includes:</p> <ul style="list-style-type: none"> <li>• MAISA Unit curriculum elements,</li> <li>• high-profile MI ELA Standards,</li> <li>• well-designed and researched student targets,</li> <li>• RAISE (Reading Apprenticeship Training) for 6-12th,</li> <li>• meaningful student engagement and student talk,</li> <li>• associated reading shifts in "practice,"</li> <li>• STEM integration (including both cross-curricular and informational and narrative readings),</li> <li>• technology uses for improved teaching and learning (e.g., building background knowledge, premeditation/remediation, acceleration, practice, social media tools, strategies to improve reading instruction, etc.),</li> <li>• the development and implementation of MI State Reading Standards (with common assessments and pacing) and the use of the MAISA Reading Units and teaching points,</li> <li>• special attention on close and critical reading, and</li> <li>• use of formative assessments to better guide instruction and improve learning and student engagement.</li> </ul> <p>There is also a need in certain schools, grade levels, departments, or classrooms for consistent development of:</p> <ul style="list-style-type: none"> <li>• phonics protocols,</li> <li>• summarization, retell, and inferring for deeper meaning,</li> <li>• compare and contrast protocols</li> <li>• literacy across the curriculum,</li> <li>• book studies &amp; professional discussions concerning Lucy Calkins and the Daily 5 Cafe,</li> <li>• increasing student engagement,</li> <li>• creating higher levels of persistence when reading and comprehending text and other media-driven materials (both narrative &amp; informative), and</li> <li>• improving the understanding of educating students in poverty.</li> </ul> <p>These staff growth opportunities arise from district expertise, district STEM Coach, ISD consultants, conferences and workshops, 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</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/01/2017</p> | <p>\$120400</p> | <p>Tachers Paraprofessionals Building and District Administrators</p> |
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|  | <p>special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> |  |  |  |  |  |  |  |
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| <p>Professional Development &amp; STEM Coach</p> | <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and PLCs can best prepare all students to master the Next Generation Science Standards. At the district level, professional development in science is primarily guided through the facilitation of our STEM Coach in the areas of Physical Science and Engineering. Attention is in the areas of:</p> <ul style="list-style-type: none"> <li>• common assessment development,</li> <li>• teacher-reflection rubrics,</li> <li>• common pacing,</li> <li>• inquiry-based learning,</li> <li>• model building and interpreting,</li> <li>• engineering,</li> <li>• technology uses for improved teaching, learning, &amp; engagement (e.g., building background knowledge, remediation, acceleration, research protocols),</li> <li>• data development, use, storage, and analysis,</li> <li>• strategies to improve science instruction (e.g., use of technology--like short video clips and free-source e-books, common misconceptions debunked, informational text, etc.),</li> <li>• K-12th development and implementation of MI Science Standards (related to NGSS) and aligned units of study (including changes from GLCEs/HSCes and redistribution of materials),</li> <li>• cross-curricular implications,</li> <li>• the use of formative assessments (e.g., informational STEM journaling),</li> <li>• use and purchase of investigative equipment,</li> <li>• informational text at a variety of reading levels and literacy across the curriculum (e.g., Reading Apprenticeship), and</li> <li>• increased student engagement to create high levels of perseverance, stamina, grit, and growth mindsets within problem solving and investigative activities and labs.</li> </ul> <p>In essence, our STEM/STEAM Coach provides/will provide:</p> <ol style="list-style-type: none"> <li>1. Support for increased integration of math and informational writing in STEM/STEAM lessons</li> <li>2. Individualized coaching and modeling for teachers who may feel less secure with this project-based curriculum.</li> <li>3. Continue to enhance the STEM/STEAM Task Force involvement and dissemination of new STEM/STEAM rubrics, materials, &amp; applications.</li> <li>4. Work with a core STEM/STEAM group this summer to become building-level trainers.</li> <li>5. A platform to unpack Michigan's Life and Earth Science Standards and develop lesson protocols</li> </ol> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$60200</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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|  | <p>Science Standards and develop lesson protocols in these areas as well.</p> <p>6. Work with data teams to track the progress of implementation and integration through the use of data tools (e.g., Illuminate).</p> <p>These staff growth opportunities also arise from district expertise (e.g., teachers and administrators), ISD consultants, or outside experts and occur through the use of registration costs, provider fees, mileage/food/material reimbursements, or substitutes so that staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans.</p> <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. There is a great importance to also inform and allow parents to experience these STEM/STEAM concepts and connections so that they can better understand, support, and enhance their children's science experiences.</p> |  |  |  |  |  |  |  |
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| Tiered Interventions | <p>The District Math Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides the tools and support personnel necessary to support learning through technology and face-to-face formats, often in pull-outs or a blended settings within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified teachers, under the supervision of classroom teachers, and provide supplemental actions to support 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, extra practice time, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.;</li> <li>b. Online learning opportunities for remediation and credit recovery within building computer labs, on iPads, or from tech on carts;</li> <li>c. Remediation &amp; credit recovery software includes free online resources and those that require licensing fees (e.g., primarily IXL math, OdysseyWare, NovaNet/GradPoint, possibly Mobi Math online, SuccessMaker, TimezAttack, etc...);</li> <li>d. Informational 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;</li> <li>e. Rtl materials programs designated for targeted students (e.g., Triumphs Rtl, specific manipulatives, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad/apps, Mobi Math/apps, &amp; other tablet devices); and</li> <li>g. Summer Learning, Spring Break Support, &amp; NCMC Summer Math Camp opportunities (designed to meet individual building and students' needs).</li> <li>10. Training parents to be partners in the learning process.</li> </ul> <p>Details for these endeavors are provided within</p> | Academic Support Program | Tier 2 | Implement | 06/11/2015 | 06/03/2019 | \$10270 | Teachers<br>Paraprofessionals<br>District/Building Administrators |
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|                                                | <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit/lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, teacher and paraprofessional meetings, and school/district improvement monitoring/planning meetings.</p>                                                                                                                                                                                   |                              |               |                  |                   |                   |                 |                                                                                                    |
| <p>Using DuFour's Collaborative Unit Model</p> | <p>Staff will work in a variety of collaborative units called Professional Learning Communities (PLCs) by grade level or department to improve overall student academic performance by analyzing student data together and targeting strategies for specific students, subgroups, and full groups by utilizing DuFour's primary questions :</p> <ol style="list-style-type: none"> <li>1. What do we want each student to learn?</li> <li>2. How will we know each student has learned it (or already knew it)?</li> <li>3. How will we respond when a student hasn't learned it or experiences difficulty?</li> </ol> <p>That means that the building team(s) or PLCs response will be timely, based on intervention/prevention rather than remediation, and directive.</p> | <p>Teacher Collaboration</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/05/2016</p> | <p>06/03/2019</p> | <p>\$100000</p> | <p>Superintendent<br/>PLC Administrators<br/>Director of Teaching and Learning<br/>PLC Members</p> |

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| <p>C3 Inquiry Arc</p> | <p>Oakland's Social Studies Units, based on the C3 Framework, are used to teach and scaffold Career, College, and Civic Life Inquiry Arc of C3. They are strategically used within the base curriculum to align practices, student targets, pacing guides, and assessments within the units. This allows PLCs to work at the same time on the same units, analyze similar data points for effectiveness, and reflect both individually and collectively about future strategies to increase student and staff success. It also enhances different styles of student engagement and communication, especially concerning the applications to real-life situations in the following dimensions:<br/> a. Dimension 1- Developing Questions and Planning Inquiries<br/> b. Dimension 2- Applying Disciplinary Concepts and Tools (Civics, Econ, Geography, &amp; History)<br/> c. Dimension 3- Evaluating Sources and Using Evidence<br/> d. Dimension 4- Communicating Conclusions and Taking Informed Action<br/> "Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to transverse successfully the world of college, career, and civic life." We want Public Schools of Petoskey's students to experience and understand the interconnectivity of what they are learning in all of their courses and see how it fits together in their current and future lives (e.g., reading, writing, STEM, science, social studies, math, the arts, PE, world languages, career tech, etc.) Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations and discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/03/2016</p> | <p>06/03/2019</p> | <p>\$400000</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>Building/Dis<br/>trict<br/>Administrat<br/>ors</p> |
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|                     | monitoring/planning meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |        |           |            |            |           |                                                                   |
| Reading Focus Areas | <p>Informational and narrative reading skills are developed in all K-12th content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.). A major common, district focus is on close and critical reading, along with summarization and retelling within narrative and informational text. There is also need to increase understanding and use of text-to-text and text-to-media implications. Areas to consider as we focus on primary comprehension and use of text skills are:</p> <ol style="list-style-type: none"> <li>a. Ability to Cite Evidence,</li> <li>b. Support Analysis,</li> <li>c. Determine Central Ideas,</li> <li>d. Find Primary &amp; Secondary Sources,</li> <li>e. Summarize,</li> <li>f. Determine Fact/Opinion,</li> <li>g. Consider Inferences,</li> <li>h. Determine Cause &amp; Effect,</li> <li>i. Build Content Vocabulary,</li> <li>j. Sequence,</li> <li>k. Know Point of View,</li> <li>l. Determine Author's Purpose,</li> <li>m. Compare/Contrast, Evaluate,</li> <li>n. Create/Produce,</li> <li>o. Find Discrepancies Among Sources,</li> <li>p. Find &amp; Consider Arguments,</li> <li>q. Determine or Create Points of View,</li> <li>r. Use Charts/Graphs/Tables/Photographs/Illustrations/Maps/Videos/Research Data, and</li> <li>s. Various Comprehension Strategies (e.g., activating prior knowledge, prediction from clues in structure, questioning, discussion, visualization, understanding the purpose of the lesson/task, engaging students, and providing time and choices).</li> </ol> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, a review of unit and lesson plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$5000000 | Teachers<br>Paraprofessionals<br>District/Building Administrators |

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| <p>Professional Development</p> | <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, &amp; Civic Life Framework (C3) for MI Social Studies State Standards. At the district level, professional development in social studies is primarily in the areas of:</p> <ul style="list-style-type: none"> <li>• Oakland Unit's, including the curriculum, common assessments, common pacing, inquiry, and analysis while using tables, graphs, diagrams, etc.,</li> <li>• collaboration,</li> <li>• service learning,</li> <li>• local and global economic, historical, civic, geographic concepts and interpretations,</li> <li>• 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, &amp; other informational text, performance-based learning, etc.).</li> </ul> <p>K-12th development and implementation of C3 and aligned units of study changes current GLCE/HSCE topics of study by grade level. Special attention is placed on:</p> <ul style="list-style-type: none"> <li>• civics and economics in elementary and middle school,</li> <li>• cross-curricular implications,</li> <li>• use of formative assessments,</li> <li>• literacy across the curriculum (e.g., Reading Apprenticeship),</li> <li>• use and purchase investigative sources and informational text at a variety of reading levels, and</li> <li>• increased student engagement to create high levels of persistence and growth mindsets to better understand and appreciate local and global concepts, history, and cultures.</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$45150</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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|                        | allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson and unit reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |        |           |            |            |        |                                                                                      |
| Vocabulary Development | <p>Teachers in K-12th PLC teams use consistent ELA/Sci. academic vocabulary progression (Tier I &amp; Tier II vocabulary in MI Science Standards):</p> <ul style="list-style-type: none"> <li>a. Find and utilize/teach a consistent CCSS-based Tier I and Tier II Science Vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year.</li> <li>b. Align vocabulary through discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year.</li> <li>c. Develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically).</li> <li>d. Promote K-12th.Tier II and III vocabulary development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning techniques, think-alouds, inquiry-based learning, and real-world applications.</li> </ul> <p>Details for these endeavors are provided within the Title IA/IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, review of lesson/unit plans, evaluation observations/discussions, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$1105 | Building/District Administrators<br>Teachers<br>Paraprofessionals<br>ISD Consultants |

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| <p>Educational Team Members</p> | <p>Parent involvement and engagement are highly regarded for all students--and especially for those students receiving academic or social support. Families are invited to attend or receive: Family Nights (that include Math Games, Reading Supports across the Curriculum, MI Reading Standards and their "shifts" in practice, STEM/STEAM Open Play, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, Title Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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 children's' affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, NCPiE, NEA, McKinney-Vento, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Parent Involvement</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$4000</p> | <p>Teachers<br/>Paraprofessionals<br/>Support Staff<br/>Building/District Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| Using Tech Supports | <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$55000 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for title/31A paraprofessional, supplemental services through our student achievement data/Rtl ranking system). The district 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. And, it also extends learning to parents/guardians through various venues and open houses. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) to provide supplemental support to improve a student's learning plan. Support is determined by need and may include modeling, visual representations, mentor texts, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic writing structures, questioning to find predictions and summarization, retell, &amp; inferences, high-quality discussion with similarly grouped peers, text structural cues, etc.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs and on iPads;</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</li> <li>e. Rtl materials designated for targeted students (e.g., Sound Partners, Read Naturally, etc.) to enhance understanding and develop writing ideas and connections;</li> <li>f. Portable devices and educational apps (e.g., iPad &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).</li> <li>h. Parent Nights and Title I/31A Parent Meetings</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity</p> | Academic Support Program | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$10000 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|                                          | <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p>                                                                                                                                                                                                                                                                                                                       |                       |               |                  |                   |                   |                |                                                                                |
| <p>Informational &amp; Argumentative</p> | <p>District teaching staff uses MAISA/Calkins' Writing Units for base curriculum, common pacing guide, and common assessments. There could be more use of the MAISA Units in 6-12th, and K-5th teachers may prefer Lucy Calkins. Both are very similar in nature and, at times, use the same sources and resources. Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$12000</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District<br/>Administrators</p> |

**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development</p> | <p>Professional development is targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/PLCs can best prepare all students to master core mathematic standards. At the district level, professional development in math is in the areas of technology uses for improved teaching and learning (e.g., IXL for math fluency &amp; additional opportunities to practice skills), the development and implementation of MI Math Standards by using EngageNY/Eureka Math district's curriculum base, working with high-profile MI Math Standards, investigating and creating well-designed/researched student targets and performance tasks, RAISE (RA-Reading Apprenticeship Training) in 6-12th content areas, associated math "practices" to foster multi-dimensional learning and STEM integration (with special attention on mathematical reasoning, problem solving, logic, use of formative assessments to better guide instruction and improve learning, use and purchase manipulatives to increase concept building and to "make math visible" (e.g., On Cloud Nine), increasing student engagement through practices that create high levels of persistence, stamina, &amp; grit when solving problems or increasing deeper understanding and enhanced connections, and understanding the learning/social/emotional needs of those in poverty or homeless. These staff growth opportunities arise from district expertise (e.g., other teachers), district STEM Coach, Math Interventionist, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, stipends, 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. Details specifying dates, costs, personnel, etc. for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, review of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$75250</p> | <p>Building &amp; District Administrators<br/>ISD Consultants<br/>Teacher Teams</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| Text-to-Text & Vocab            | Students use specific Tier I/II vocabulary, mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose & style, characterization, themes, setting, plot, summarization & retelling, and the understanding and use of inferences. Same or similar, level-appropriate, mentor texts and Tier I/II vocabulary development are used with students during Tier II/III intervention times to review or support core writing instruction. PLCs find, utilize, and teach a consistent MI/CCSS-based Tier I and Tier II ELA/academic vocabulary within each grade level, department, or classroom and continually use this vocabulary in the throughout the year. PLCs align vocabulary and discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year. Details for these endeavors are provided within the Title IA/IIA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson & unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/03/2019 | \$2105   | Teachers<br>Paraprofessionals<br>Building & District Administrators<br>ISD<br>Literacy Consultant<br>Technology Director |
| Curriculum Review & Development | EngageNY/Eureka Math and associated resources, vocabulary, assessments, alignment, teaching points, pacing guides, etc. is the base of our math curriculum K-5th & portions of it 7-8th and follow the MI Math Standards. Additional resources are part of a comprehensive district plan. It is expected that the math curriculum will be followed with fidelity across grade levels and departments. The costs and details for these actions are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses/communication, administrative deliberations, and school/district improvement monitoring/planning meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Implementation           | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$450000 | Teachers<br>District/Building Administrators                                                                             |

**District Improvement Plan**

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| STEM/STEAM | <p>"Updated" Oakland Units and "district-developed" STEM Units are used as base curriculum for our and MI Science Standards" (related to NGSS) "shifts" in practices, especially in the areas of Physical Science and Engineering. Petoskey is creating its own units for Physical Science in with the assistance of our K-12th STEM Coach. Beginning with the "practices" of inquiry, developing and using models, and engineering, Petoskey students and teachers have had a start in the NGSS. As we delve deeper into these standards, they are connected to many other disciplines and core subject areas and will continue to be developed from one grade level to the next. For example, model building and other NGSS associated skills begin in the early elementary grades and continue through high school:</p> <ol style="list-style-type: none"> <li>1. Developing and Using Models             <ol style="list-style-type: none"> <li>a. Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</li> <li>b. Developing a simple model based on evidence to represent a proposed object or tool. Examples: Connections to ELA/Literacy (SL.2.5)</li> </ol> </li> <li>2. Creating audio recordings of stories/poems and adding drawings or other visual displays to stories of experiences when appropriate to clarify ideas, thoughts, and feelings. Connections to Mathematics (MP.4) Model with mathematics &amp; (2.MD.D.10)</li> <li>3. Drawing a picture graph and a bar graph to represent a data set with up to four categories.</li> <li>4. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2);</li> </ol> <p>Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, within lesson plans and unit plans, PLC/building team meetings agendas and minutes, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Student engagement (e.g., ownership of learning), and instructional pedagogy will expand in the areas of Life and Earth Sciences in our 3-Year STEM/STEAM Plan with annual improvement</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$410000 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

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|                                 | <p>STEM/STEAM Plan with annual improvement (supported by data) in the following areas:</p> <ol style="list-style-type: none"> <li>1. Time spent in STEM/STEAM-related learning events.</li> <li>2. Deeper student understanding of physical science standards through real-life applications.</li> <li>3. Teacher and student interest and enthusiasm in the sciences and integrated applications.</li> <li>4. Heightened teacher awareness or confidence in teaching these subjects.</li> <li>5. Increased learning time per week on math and science K-5th.</li> <li>6. Use of well-written student learning targets and associated assessments.</li> <li>7. A well-articulated progression of science and math curriculum K-12th.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                           |               |                  |                   |                   |               |                                                                            |
| <p>Educational Team Members</p> | <p>Family involvement/engagement is highly regarded for all students--and especially for those students receiving additional academic or social support. Families are invited to attend or receive: Family Nights (with learning centers involving Math Fluency and Problem Solving Games, Reading Supports across the Curriculum, Shifts in Michigan Learning Standards, Growth Mindsets, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, School Board Meetings, Title &amp; other newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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. on important topics for the year and to help them support their children's' affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, PTA, NEA, McKinney-Vento, growth mindsets, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, PLC/building team meetings, student &amp; parent survey responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Parent Involvement</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$4124</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |

## District Improvement Plan

Public Schools of Petoskey

### Title II Part A

| Activity Name          | Activity Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                                                          |
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| Assessments            | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Professional Learning    | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$2000            | Teachers<br>Paraprofessional Staff<br>Administrators                                       |
| Vocabulary Development | Teachers in K-12th PLC teams use consistent ELA/Sci. academic vocabulary progression (Tier I & Tier II vocabulary in MI Science Standards):<br>a. Find and utilize/teach a consistent CCSS-based Tier I and Tier II Science Vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year.<br>b. Align vocabulary through discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year.<br>c. Develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically).<br>d. Promote K-12th.Tier II and III vocabulary development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning techniques, think-alouds, inquiry-based learning, and real-world applications.<br>Details for these endeavors are provided within the Title IA/IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, review of lesson/unit plans, evaluation observations/discussions, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$500             | Building/District<br>Administrators<br>Teachers<br>Paraprofessionals<br>ISD<br>Consultants |

## District Improvement Plan

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| Reading Apprenticeship | Reading Apprenticeship (RA) literacy training, with increased reading and writing supports through specific teaching protocols, will continue at PHS and become more prevalent in the middle school and high school in the content areas of Science, Social Studies, Career Tech, and Mathematics.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Professional Learning    | Tier 1 | Monitor   | 09/05/2016 | 06/03/2019 | \$15000 | Administrators<br>Teachers<br>RA<br>Personnel/<br>Trainers<br>Char-Em<br>ISD               |
| Vocabulary             | Teams in Professional Learning Community (PLC) teams adopt and develop high-profile social studies-specific vocabulary outlined in the C3 units that can help connect current learning to a broader purpose that translates into career and college readiness. They utilize and teach a consistent MI/CCSS-based Tier I/II vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year. This vocabulary builds forward and forms a natural progression between grade levels. Aligned vocabulary and discussions, beginning with the introduction of a curricular concept, revisit the Tier I/II vocabulary throughout the year. Vocabulary lists flow through grade levels and departments (horizontally and vertically). Promotion and learning of K-12th social studies vocabulary is development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge thinking (DOK), modeling, questioning, think-alouds, and real-world applications. Details for these endeavors is provided within the Title IA/IIA/31a itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson/unit plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$500   | Teachers<br>Paraprofessionals<br>Building/District<br>Administrators<br>ISD<br>Consultants |

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| <p>Professional Development</p> | <p>Professional development is targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/PLCs can best prepare all students to master core mathematic standards. At the district level, professional development in math is in the areas of technology uses for improved teaching and learning (e.g., IXL for math fluency &amp; additional opportunities to practice skills), the development and implementation of MI Math Standards by using EngageNY/Eureka Math district's curriculum base, working with high-profile MI Math Standards, investigating and creating well-designed/researched student targets and performance tasks, RAISE (RA-Reading Apprenticeship Training) in 6-12th content areas, associated math "practices" to foster multi-dimensional learning and STEM integration (with special attention on mathematical reasoning, problem solving, logic, use of formative assessments to better guide instruction and improve learning, use and purchase manipulatives to increase concept building and to "make math visible" (e.g., On Cloud Nine), increasing student engagement through practices that create high levels of persistence, stamina, &amp; grit when solving problems or increasing deeper understanding and enhanced connections, and understanding the learning/social/emotional needs of those in poverty or homeless. These staff growth opportunities arise from district expertise (e.g., other teachers), district STEM Coach, Math Interventionist, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, stipends, 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. Details specifying dates, costs, personnel, etc. for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, review of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$4800</p> | <p>Building &amp; District Administrators<br/>ISD Consultants<br/>Teacher Teams</p> |
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| Assessments | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500 | Paraprofessional<br>Teachers<br>Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| Using Tech Supports | <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$1000 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| Linking Lessons and Learning Targets | Teachers will use strategies to clearly link lessons to previous and future lessons and learning associated targets by using MI Grade-Level Standards, clearly communicating these standards and links to students and other stakeholders, and helping student learn and apply the transferable skills and knowledge. Learning targets will be understandable, clearly articulated, and embedded in instructions. These practices will be reviewed through noticings & wonderings, observations & conversations, and feedback during the evaluation process. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$5000 | Administrators<br>Teachers<br>Teaching and Learning Director |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development</p> | <p>Professional development is targeted in primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing is in the areas of:</p> <ul style="list-style-type: none"> <li>• technology uses for improved teaching, learning, and student engagement (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.),</li> <li>• the development and implementation of MI Writing Standards (with common assessments and pacing) and MAISA Writing/Lucy Calkins Writing Units, with special attention on the writing process in content areas,</li> <li>• use of formative assessments,</li> <li>• descriptive feedback to better guide instruction and improve learning,</li> <li>• literacy, reading and writing, across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.),</li> <li>• STEM/STEAM integration (including cross-curricular and informational writing), and</li> <li>• increasing student engagement to create high levels of stamina and growth mindsets (e.g., when writing informational, argumentative, research-based, and narrative pieces).</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$7000</p> | <p>Teachers<br/>Paraprofessionals<br/>District and Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| Assessments | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning. | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500 | Paraprofessional Teachers Administrators |
| Assessments | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning. | Professional Learning | Tier 1 |           | 09/05/2016 | 06/03/2019 | \$500 | Paraprofessional Teachers Administrators |

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| <p>Professional Development</p> | <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, &amp; Civic Life Framework (C3) for MI Social Studies State Standards. At the district level, professional development in social studies is primarily in the areas of:</p> <ul style="list-style-type: none"> <li>• Oakland Unit's, including the curriculum, common assessments, common pacing, inquiry, and analysis while using tables, graphs, diagrams, etc.,</li> <li>• collaboration,</li> <li>• service learning,</li> <li>• local and global economic, historical, civic, geographic concepts and interpretations,</li> <li>• 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, &amp; other informational text, performance-based learning, etc.).</li> </ul> <p>K-12th development and implementation of C3 and aligned units of study changes current GLCE/HSCE topics of study by grade level. Special attention is placed on:</p> <ul style="list-style-type: none"> <li>• civics and economics in elementary and middle school,</li> <li>• cross-curricular implications,</li> <li>• use of formative assessments,</li> <li>• literacy across the curriculum (e.g., Reading Apprenticeship),</li> <li>• use and purchase investigative sources and informational text at a variety of reading levels, and</li> <li>• increased student engagement to create high levels of persistence and growth mindsets to better understand and appreciate local and global concepts, history, and cultures.</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$2000</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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Public Schools of Petoskey

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|             | allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson and unit reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. |                       |        |           |            |            |       |                                          |
| Assessments | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                    | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500 | Paraprofessional Teachers Administrators |

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| STEM/STEAM | <p>“Updated” Oakland Units and “district-developed” STEM Units are used as base curriculum for our and MI Science Standards" (related to NGSS) "shifts" in practices, especially in the areas of Physical Science and Engineering. Petoskey is creating its own units for Physical Science in with the assistance of our K-12th STEM Coach. Beginning with the “practices” of inquiry, developing and using models, and engineering, Petoskey students and teachers have had a start in the NGSS. As we delve deeper into these standards, they are connected to many other disciplines and core subject areas and will continue to be developed from one grade level to the next. For example, model building and other NGSS associated skills begin in the early elementary grades and continue through high school:</p> <ol style="list-style-type: none"> <li>1. Developing and Using Models             <ol style="list-style-type: none"> <li>a. Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</li> <li>b. Developing a simple model based on evidence to represent a proposed object or tool. Examples: Connections to ELA/Literacy (SL.2.5)</li> </ol> </li> <li>2. Creating audio recordings of stories/poems and adding drawings or other visual displays to stories of experiences when appropriate to clarify ideas, thoughts, and feelings. Connections to Mathematics (MP.4) Model with mathematics &amp; (2.MD.D.10)</li> <li>3. Drawing a picture graph and a bar graph to represent a data set with up to four categories.</li> <li>4. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2);</li> </ol> <p>Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, within lesson plans and unit plans, PLC/building team meetings agendas and minutes, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Student engagement (e.g., ownership of learning), and instructional pedagogy will expand in the areas of Life and Earth Sciences in our 3-Year STEM/STEAM Plan with annual improvement</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$300 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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|  | <p>STEM/STEAM Plan with annual improvement (supported by data) in the following areas:</p> <ol style="list-style-type: none"><li>1. Time spent in STEM/STEAM-related learning events.</li><li>2. Deeper student understanding of physical science standards through real-life applications.</li><li>3. Teacher and student interest and enthusiasm in the sciences and integrated applications.</li><li>4. Heightened teacher awareness or confidence in teaching these subjects.</li><li>5. Increased learning time per week on math and science K-5th.</li><li>6. Use of well-written student learning targets and associated assessments.</li><li>7. A well-articulated progression of science and math curriculum K-12th.</li></ol> |  |  |  |  |  |  |  |
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| <p>Professional Development &amp; STEM Coach</p> | <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and PLCs can best prepare all students to master the Next Generation Science Standards. At the district level, professional development in science is primarily guided through the facilitation of our STEM Coach in the areas of Physical Science and Engineering. Attention is in the areas of:</p> <ul style="list-style-type: none"> <li>• common assessment development,</li> <li>• teacher-reflection rubrics,</li> <li>• common pacing,</li> <li>• inquiry-based learning,</li> <li>• model building and interpreting,</li> <li>• engineering,</li> <li>• technology uses for improved teaching, learning, &amp; engagement (e.g., building background knowledge, remediation, acceleration, research protocols),</li> <li>• data development, use, storage, and analysis,</li> <li>• strategies to improve science instruction (e.g., use of technology--like short video clips and free-source e-books, common misconceptions debunked, informational text, etc.),</li> <li>• K-12th development and implementation of MI Science Standards (related to NGSS) and aligned units of study (including changes from GLCEs/HSCes and redistribution of materials),</li> <li>• cross-curricular implications,</li> <li>• the use of formative assessments (e.g., informational STEM journaling),</li> <li>• use and purchase of investigative equipment,</li> <li>• informational text at a variety of reading levels and literacy across the curriculum (e.g., Reading Apprenticeship), and</li> <li>• increased student engagement to create high levels of perseverance, stamina, grit, and growth mindsets within problem solving and investigative activities and labs.</li> </ul> <p>In essence, our STEM/STEAM Coach provides/will provide:</p> <ol style="list-style-type: none"> <li>1. Support for increased integration of math and informational writing in STEM/STEAM lessons</li> <li>2. Individualized coaching and modeling for teachers who may feel less secure with this project-based curriculum.</li> <li>3. Continue to enhance the STEM/STEAM Task Force involvement and dissemination of new STEM/STEAM rubrics, materials, &amp; applications.</li> <li>4. Work with a core STEM/STEAM group this summer to become building-level trainers.</li> <li>5. A platform to unpack Michigan's Life and Earth Science Standards and develop lesson protocols</li> </ol> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$70831</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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|  | <p>Science Standards and develop lesson protocols in these areas as well.</p> <p>6. Work with data teams to track the progress of implementation and integration through the use of data tools (e.g., Illuminate).</p> <p>These staff growth opportunities also arise from district expertise (e.g., teachers and administrators), ISD consultants, or outside experts and occur through the use of registration costs, provider fees, mileage/food/material reimbursements, or substitutes so that staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans.</p> <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. There is a great importance to also inform and allow parents to experience these STEM/STEAM concepts and connections so that they can better understand, support, and enhance their children's science experiences.</p> |  |  |  |  |  |  |  |
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| Text-to-Text & Vocab | Students use specific Tier I/II vocabulary, mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose & style, characterization, themes, setting, plot, summarization & retelling, and the understanding and use of inferences. Same or similar, level-appropriate, mentor texts and Tier I/II vocabulary development are used with students during Tier II/III intervention times to review or support core writing instruction. PLCs find, utilize, and teach a consistent MI/CCSS-based Tier I and Tier II ELA/academic vocabulary within each grade level, department, or classroom and continually use this vocabulary in the throughout the year. PLCs align vocabulary and discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year. Details for these endeavors are provided within the Title IA/IIA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson & unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/03/2019 | \$500 | Teachers<br>Paraprofessionals<br>Building & District Administrators<br>ISD<br>Literacy Consultant<br>Technology Director |
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# Activity Summary by School

Below is a breakdown of activity by school.

## All Schools

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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| <p>Professional Development</p> | <p>Professional development is targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/PLCs can best prepare all students to master core mathematic standards. At the district level, professional development in math is in the areas of technology uses for improved teaching and learning (e.g., IXL for math fluency &amp; additional opportunities to practice skills), the development and implementation of MI Math Standards by using EngageNY/Eureka Math district's curriculum base, working with high-profile MI Math Standards, investigating and creating well-designed/researched student targets and performance tasks, RAISE (RA-Reading Apprenticeship Training) in 6-12th content areas, associated math "practices" to foster multi-dimensional learning and STEM integration (with special attention on mathematical reasoning, problem solving, logic, use of formative assessments to better guide instruction and improve learning, use and purchase manipulatives to increase concept building and to "make math visible" (e.g., On Cloud Nine), increasing student engagement through practices that create high levels of persistence, stamina, &amp; grit when solving problems or increasing deeper understanding and enhanced connections, and understanding the learning/social/emotional needs of those in poverty or homeless. These staff growth opportunities arise from district expertise (e.g., other teachers), district STEM Coach, Math Interventionist, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, stipends, 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. Details specifying dates, costs, personnel, etc. for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, review of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$80050</p> | <p>Building &amp; District Administrators<br/>ISD Consultants<br/>Teacher Teams</p> |
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| Text-to-Text & Vocabulary | Staff uses consistent ELA & academic vocabulary progression (Tier I /II vocabulary) within each grade level or department and continually uses this vocabulary in the classroom throughout the year. PLCs need to align and discuss vocabulary vertically, beginning with the introduction of a curricular concept and continue to revisit it throughout the year. All students also explore increasing numbers of text-to-text comparisons through the interpretation and understanding of Tier I/II vocabulary words and the content that vocabulary holds. Through vocabulary development, students are also more engaged as they take ownership of their learning and begin to engage in more close and critical reading. There is an exploration of main ideas, themes, authors' style, characters, plot, & setting, inferences, summarization & retelling, and a better understanding of genre in narrative and informational texts. These actions include the use of different media as well as printed text. Same or similar (level-appropriate) mentor texts and supportive technology tools are used with students during Tier I/II intervention times to review, practice, remediate, or support core instruction. Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$7210 | Teachers<br>Paraprofessionals<br>Building & District Administrators |
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| Text-to-Text & Vocab | Students use specific Tier I/II vocabulary, mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose & style, characterization, themes, setting, plot, summarization & retelling, and the understanding and use of inferences. Same or similar, level-appropriate, mentor texts and Tier I/II vocabulary development are used with students during Tier II/III intervention times to review or support core writing instruction. PLCs find, utilize, and teach a consistent MI/CCSS-based Tier I and Tier II ELA/academic vocabulary within each grade level, department, or classroom and continually use this vocabulary in the throughout the year. PLCs align vocabulary and discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year. Details for these endeavors are provided within the Title IA/IIA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson & unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Academic Support Program | Tier 1 | Implement | 09/03/2013 | 06/03/2019 | \$3605 | Teachers<br>Paraprofessionals<br>Building & District Administrators<br>ISD<br>Literacy Consultant<br>Technology Director |
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| <p>Vocabulary Development</p> | <p>Teachers in K-12th PLC teams use consistent ELA/Sci. academic vocabulary progression (Tier I &amp; Tier II vocabulary in MI Science Standards):</p> <p>a. Find and utilize/teach a consistent CCSS-based Tier I and Tier II Science Vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year.</p> <p>b. Align vocabulary through discussions beginning with the introduction of a curricular concept and continue to revisit it throughout the year.</p> <p>c. Develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically).</p> <p>d. Promote K-12th.Tier II and III vocabulary development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning techniques, think-alouds, inquiry-based learning, and real-world applications.</p> <p>Details for these endeavors are provided within the Title IA/IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, review of lesson/unit plans, evaluation observations/discussions, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$3605</p> | <p>Building/District Administrators<br/>Teachers<br/>Paraprofessionals<br/>ISD Consultants</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Vocabulary</p> | <p>Teams in Professional Learning Community (PLC) teams adopt and develop high-profile social studies-specific vocabulary outlined in the C3 units that can help connect current learning to a broader purpose that translates into career and college readiness. They utilize and teach a consistent MI/CCSS-based Tier I/II vocabulary within each grade level or department and continually use this vocabulary in the classroom throughout the year. This vocabulary builds forward and forms a natural progression between grade levels. Aligned vocabulary and discussions, beginning with the introduction of a curricular concept, revisit the Tier I/II vocabulary throughout the year. Vocabulary lists flow through grade levels and departments (horizontally and vertically). Promotion and learning of K-12th social studies vocabulary is development through: Pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge thinking (DOK), modeling, questioning, think-alouds, and real-world applications. Details for these endeavors is provided within the Title IA/IIA/31a itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson/unit plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Academic Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$11500</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District Administrators<br/>ISD Consultants</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development</p> | <p>Professional development is targeted in primary areas so that teachers/paraprofessionals/administrators/ PLCs can best prepare all students to master MI Reading Standards. PD includes:</p> <ul style="list-style-type: none"> <li>• MAISA Unit curriculum elements,</li> <li>• high-profile MI ELA Standards,</li> <li>• well-designed and researched student targets,</li> <li>• RAISE (Reading Apprenticeship Training) for 6-12th,</li> <li>• meaningful student engagement and student talk,</li> <li>• associated reading shifts in "practice,"</li> <li>• STEM integration (including both cross-curricular and informational and narrative readings),</li> <li>• technology uses for improved teaching and learning (e.g., building background knowledge, premeditation/remediation, acceleration, practice, social media tools, strategies to improve reading instruction, etc.),</li> <li>• the development and implementation of MI State Reading Standards (with common assessments and pacing) and the use of the MAISA Reading Units and teaching points,</li> <li>• special attention on close and critical reading, and</li> <li>• use of formative assessments to better guide instruction and improve learning and student engagement.</li> </ul> <p>There is also a need in certain schools, grade levels, departments, or classrooms for consistent development of:</p> <ul style="list-style-type: none"> <li>• phonics protocols,</li> <li>• summarization, retell, and inferring for deeper meaning,</li> <li>• compare and contrast protocols</li> <li>• literacy across the curriculum,</li> <li>• book studies &amp; professional discussions concerning Lucy Calkins and the Daily 5 Cafe,</li> <li>• increasing student engagement,</li> <li>• creating higher levels of persistence when reading and comprehending text and other media-driven materials (both narrative &amp; informative), and</li> <li>• improving the understanding of educating students in poverty.</li> </ul> <p>These staff growth opportunities arise from district expertise, district STEM Coach, ISD consultants, conferences and workshops, 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</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/01/2017</p> | <p>\$120400</p> | <p>Tachers<br/>Paraprofessionals<br/>Building and District Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | <p>special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development</p> | <p>Professional development is targeted in primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing is in the areas of:</p> <ul style="list-style-type: none"> <li>• technology uses for improved teaching, learning, and student engagement (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.),</li> <li>• the development and implementation of MI Writing Standards (with common assessments and pacing) and MAISA Writing/Lucy Calkins Writing Units, with special attention on the writing process in content areas,</li> <li>• use of formative assessments,</li> <li>• descriptive feedback to better guide instruction and improve learning,</li> <li>• literacy, reading and writing, across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.),</li> <li>• STEM/STEAM integration (including cross-curricular and informational writing), and</li> <li>• increasing student engagement to create high levels of stamina and growth mindsets (e.g., when writing informational, argumentative, research-based, and narrative pieces).</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$20200</p> | <p>Teachers<br/>Paraprofessionals<br/>District and Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development &amp; STEM Coach</p> | <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and PLCs can best prepare all students to master the Next Generation Science Standards. At the district level, professional development in science is primarily guided through the facilitation of our STEM Coach in the areas of Physical Science and Engineering. Attention is in the areas of:</p> <ul style="list-style-type: none"> <li>• common assessment development,</li> <li>• teacher-reflection rubrics,</li> <li>• common pacing,</li> <li>• inquiry-based learning,</li> <li>• model building and interpreting,</li> <li>• engineering,</li> <li>• technology uses for improved teaching, learning, &amp; engagement (e.g., building background knowledge, remediation, acceleration, research protocols),</li> <li>• data development, use, storage, and analysis,</li> <li>• strategies to improve science instruction (e.g., use of technology--like short video clips and free-source e-books, common misconceptions debunked, informational text, etc.),</li> <li>• K-12th development and implementation of MI Science Standards (related to NGSS) and aligned units of study (including changes from GLCEs/HSCes and redistribution of materials),</li> <li>• cross-curricular implications,</li> <li>• the use of formative assessments (e.g., informational STEM journaling),</li> <li>• use and purchase of investigative equipment,</li> <li>• informational text at a variety of reading levels and literacy across the curriculum (e.g., Reading Apprenticeship), and</li> <li>• increased student engagement to create high levels of perseverance, stamina, grit, and growth mindsets within problem solving and investigative activities and labs.</li> </ul> <p>In essence, our STEM/STEAM Coach provides/will provide:</p> <ol style="list-style-type: none"> <li>1. Support for increased integration of math and informational writing in STEM/STEAM lessons</li> <li>2. Individualized coaching and modeling for teachers who may feel less secure with this project-based curriculum.</li> <li>3. Continue to enhance the STEM/STEAM Task Force involvement and dissemination of new STEM/STEAM rubrics, materials, &amp; applications.</li> <li>4. Work with a core STEM/STEAM group this summer to become building-level trainers.</li> <li>5. A platform to unpack Michigan's Life and Earth Science Standards and develop lesson protocols</li> </ol> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$131031</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | <p>Science Standards and develop lesson protocols in these areas as well.</p> <p>6. Work with data teams to track the progress of implementation and integration through the use of data tools (e.g., Illuminate).</p> <p>These staff growth opportunities also arise from district expertise (e.g., teachers and administrators), ISD consultants, or outside experts and occur through the use of registration costs, provider fees, mileage/food/material reimbursements, or substitutes so that staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed district PD plans.</p> <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. There is a great importance to also inform and allow parents to experience these STEM/STEAM concepts and connections so that they can better understand, support, and enhance their children's science experiences.</p> |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| <p>Professional Development</p> | <p>Professional development is targeted in several primary areas so that K-12th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, &amp; Civic Life Framework (C3) for MI Social Studies State Standards. At the district level, professional development in social studies is primarily in the areas of:</p> <ul style="list-style-type: none"> <li>• Oakland Unit's, including the curriculum, common assessments, common pacing, inquiry, and analysis while using tables, graphs, diagrams, etc.,</li> <li>• collaboration,</li> <li>• service learning,</li> <li>• local and global economic, historical, civic, geographic concepts and interpretations,</li> <li>• 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, &amp; other informational text, performance-based learning, etc.).</li> </ul> <p>K-12th development and implementation of C3 and aligned units of study changes current GLCE/HSCE topics of study by grade level. Special attention is placed on:</p> <ul style="list-style-type: none"> <li>• civics and economics in elementary and middle school,</li> <li>• cross-curricular implications,</li> <li>• use of formative assessments,</li> <li>• literacy across the curriculum (e.g., Reading Apprenticeship),</li> <li>• use and purchase investigative sources and informational text at a variety of reading levels, and</li> <li>• increased student engagement to create high levels of persistence and growth mindsets to better understand and appreciate local and global concepts, history, and cultures.</li> </ul> <p>These staff growth opportunities arise from district expertise, ISD consultants, our STEM Coach, 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. Details for these endeavors are provided within the Title IIA itemized grant allocations, general fund allocations, and detailed</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$47150</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | allocations, general fund allocations, and detailed district PD plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, lesson and unit reviews, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. |  |  |  |  |  |  |  |
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**District Improvement Plan**

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| Tiered Interventions | <p>The District Math Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides the tools and support personnel necessary to support learning through technology and face-to-face formats, often in pull-outs or a blended settings within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <p>a. Title IA and 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 certified teachers, under the supervision of classroom teachers, and provide supplemental actions to support 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, extra practice time, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.;</p> <p>b. Online learning opportunities for remediation and credit recovery within building computer labs, on iPads, or from tech on carts;</p> <p>c. Remediation &amp; credit recovery software includes free online resources and those that require licensing fees (e.g., primarily IXL math, OdysseyWare, NovaNet/GradPoint, possibly Mobi Math online, SuccessMaker, TimezAttack, etc...);</p> <p>d. Informational 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 (e.g., Triumphs Rtl, specific manipulatives, etc.);</p> <p>f. Portable devices and educational apps (e.g., iPad/apps, Mobi Math/apps, &amp; other tablet devices); and</p> <p>g. Summer Learning, Spring Break Support, &amp; NCMC Summer Math Camp opportunities (designed to meet individual building and students' needs).</p> <p>10. Training parents to be partners in the learning process.</p> <p>Details for these endeavors are provided within</p> | Academic Support Program | Tier 2 | Implement | 06/11/2015 | 06/03/2019 | \$153833 | Teachers<br>Paraprofessionals<br>District/Building Administrators |
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**District Improvement Plan**

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|                                 | <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact will be accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, unit/lesson plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, teacher and paraprofessional meetings, and school/district improvement monitoring/planning meetings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                           |               |                  |                   |                   |               |                                                                            |
| <p>Educational Team Members</p> | <p>Family involvement/engagement is highly regarded for all students--and especially for those students receiving additional academic or social support. Families are invited to attend or receive: Family Nights (with learning centers involving Math Fluency and Problem Solving Games, Reading Supports across the Curriculum, Shifts in Michigan Learning Standards, Growth Mindsets, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, School Board Meetings, Title &amp; other newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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. on important topics for the year and to help them support their children's' affective and academic needs (e.g., Love &amp; Logic, MDE, Education World, PTA, NEA, McKinney-Vento, growth mindsets, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, PLC/building team meetings, student &amp; parent survey responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Parent Involvement</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$4341</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |

## District Improvement Plan

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| Curriculum Review & Development | EngageNY/Eureka Math and associated resources, vocabulary, assessments, alignment, teaching points, pacing guides, etc. is the base of our math curriculum K-5th & portions of it 7-8th and follow the MI Math Standards. Additional resources are part of a comprehensive district plan. It is expected that the math curriculum will be followed with fidelity across grade levels and departments. The costs and details for these actions are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses/communication, administrative deliberations, and school/district improvement monitoring/planning meetings.                                                                                                                                                                                                                             | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$450000 | Teachers<br>District/Building<br>Administrators                      |
| Online Learning & Assessments   | Growing technology content-area knowledge, skills, & fluency is accomplished by:<br>A. Working with the STEM Coach and developing STEM/STEAM curriculum and common assessment models.<br>B. Text-to-Text (Media, Literacy, etc.) comprehension & comparisons for informational texts related to math concepts in real-life scenarios..<br>C. Using & managing Technology Tools.<br>D. Building & enhancing individual & group stamina, perseverance, grit, & growth mindsets. This may include materials, resources, STEM Coach, and the expertise of staff and outside specialists. All will be necessary. Details for these endeavors are provided within the Title 1A/IIA/31A itemized grant allocations, general fund allocations, and detailed district PD & comprehensive plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Implementation | Tier 1 | Implement | 06/10/2015 | 06/03/2019 | \$82709  | Teachers<br>Paraprofessionals<br>Building/District<br>Administrators |

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| <p>Tiered Interventions</p> | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for Title/31A supplemental, paraprofessional support services through our student achievement data and Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:<br/> a. Title IA and 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 certified classroom teachers (who plan and supervise interventions) 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 learning time or background knowledge, corrective feedback, further vocabulary practice, fluency of Dolch Sight Words and other vocabulary lists, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc.<br/> b. Online learning opportunities for remediation, practice, and credit recovery in computer labs, on iPads, or with classroom tech;<br/> c. Remediation &amp; credit recovery software (e.g., primarily IXL for literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, Mobi Online, A-Z, RAZ Kids, etc.);<br/> d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;<br/> e. Rtl materials programs designated for targeted students (e.g., Treasures Leveled Readers, manipulatives, Sound Partners, Reading Recovery, Read Naturally, etc.);<br/> f. Portable devices and educational apps (e.g., iPad, Mobi, &amp; other tablet devices); and<br/> g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).<br/> Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during</p> | <p>Academic Support Program</p> | <p>Tier 2</p> | <p>Monitor</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$170033</p> | <p>Teachers<br/>Paraprofessionals<br/>District/Building Administrators</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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|                          | and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, in lesson and unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                    |        |         |            |            |        |                                                                                    |
| Educational Team Members | Parent involvement and engagement are highly regarded for all students--and especially for those students receiving academic or social support. Families are invited to attend or receive: Family Nights (that include Math Games, Reading Supports across the Curriculum, MI Reading Standards and their "shifts" in practice, STEM/STEAM Open Play, etc.), Open Houses, Title Meetings, PTO events, Parent-Teacher Conferences, School/District Improvement Meetings, Title Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, Title I Informative Bulletin Boards, 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 children's' affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Details for these endeavors are provided within the Title IA (K-5th) itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth & other data analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. | Parent Involvement | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$4547 | Teachers<br>Paraprofessionals<br>Support Staff<br>Building/District Administrators |

**District Improvement Plan**

Public Schools of Petoskey

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| <p>Reading Focus Areas</p> | <p>Informational and narrative reading skills are developed in all K-12th content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.). A major common, district focus is on close and critical reading, along with summarization and retelling within narrative and informational text. There is also need to increase understanding and use of text-to-text and text-to-media implications. Areas to consider as we focus on primary comprehension and use of text skills are:</p> <ul style="list-style-type: none"> <li>a. Ability to Cite Evidence,</li> <li>b. Support Analysis,</li> <li>c. Determine Central Ideas,</li> <li>d. Find Primary &amp; Secondary Sources,</li> <li>e. Summarize,</li> <li>f. Determine Fact/Opinion,</li> <li>g. Consider Inferences,</li> <li>h. Determine Cause &amp; Effect,</li> <li>i. Build Content Vocabulary,</li> <li>j. Sequence,</li> <li>k. Know Point of View,</li> <li>l. Determine Author's Purpose,</li> <li>m. Compare/Contrast, Evaluate,</li> <li>n. Create/Produce,</li> <li>o. Find Discrepancies Among Sources,</li> <li>p. Find &amp; Consider Arguments,</li> <li>q. Determine or Create Points of View,</li> <li>r. Use Charts/Graphs/Tables/Photographs/Illustrations/Maps/Videos/Research Data, and</li> <li>s. Various Comprehension Strategies (e.g., activating prior knowledge, prediction from clues in structure, questioning, discussion, visualization, understanding the purpose of the lesson/task, engaging students, and providing time and choices).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, a review of unit and lesson plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$5002360</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>District/Buil<br/>ding<br/>Administrat<br/>ors</p> |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>The District Reading/Literacy Interventionist will work with students falling behind in Tier I &amp;/or students found eligible to receive Tier II/III services (i.e., identified for title/31A paraprofessional, supplemental services through our student achievement data/Rtl ranking system). The district 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. And, it also extends learning to parents/guardians through various venues and open houses. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) to provide supplemental support to improve a student's learning plan. Support is determined by need and may include modeling, visual representations, mentor texts, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic writing structures, questioning to find predictions and summarization, retell, &amp; inferences, high-quality discussion with similarly grouped peers, text structural cues, etc.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs and on iPads;</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL literacy, SuccessMaker, OdysseyWare, NovaNet/GradPoint, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</li> <li>e. Rtl materials designated for targeted students (e.g., Sound Partners, Read Naturally, etc.) to enhance understanding and develop writing ideas and connections;</li> <li>f. Portable devices and educational apps (e.g., iPad &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (designed to meet individual building needs).</li> <li>h. Parent Nights and Title I/31A Parent Meetings</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity</p> | Academic Support Program | Tier 2 | Monitor | 06/11/2015 | 06/03/2019 | \$66850 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|                                          | <p>Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s.</p>                                                                                                                                                                                                                                                                                                                       |                       |               |                  |                   |                   |                |                                                                                |
| <p>Informational &amp; Argumentative</p> | <p>District teaching staff uses MAISA/Calkins' Writing Units for base curriculum, common pacing guide, and common assessments. There could be more use of the MAISA Units in 6-12th, and K-5th teachers may prefer Lucy Calkins. Both are very similar in nature and, at times, use the same sources and resources. Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, lesson and unit plan reviews, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Implementation</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/11/2015</p> | <p>06/03/2019</p> | <p>\$22000</p> | <p>Teachers<br/>Paraprofessionals<br/>Building/District<br/>Administrators</p> |

**District Improvement Plan**

Public Schools of Petoskey

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| Using Tech Supports | <p>There are several common writing focus areas across the district. Many of the areas are supported through various types of technology (e.g., hand-held, full classroom, computer labs) and include:</p> <ul style="list-style-type: none"> <li>• Supporting an idea &amp; summarizing within a writing piece.</li> <li>• Text-to-text, text-to-media, etc. comparisons.</li> <li>• Using writing to inform or argue/debate a stance or an opinion.</li> <li>• Technology associated production and creative pieces of writing.</li> <li>• Keyboarding skills.</li> <li>• Increasing stamina while writing.</li> </ul> <p>These areas are to be supported in cross-curricular classes (to various degrees) and through our STEM programming:</p> <ul style="list-style-type: none"> <li>• Claims and counter claims.</li> <li>• Writing organization</li> <li>• Evidence to support (using multiple sources).</li> <li>• Accurate data or information.</li> <li>• Formal vs. informal writing.</li> <li>• Knowing when details matter (preciseness).</li> <li>• Writing suitable concluding statements.</li> <li>• Using sequence, procedures, and processes.</li> <li>• Making connections.</li> <li>• Appropriate word choice.</li> <li>• Writing with clarity,</li> <li>• Review &amp; reflection.</li> <li>• Use of Tier I/II (discipline-specific) vocabulary.</li> <li>• Writing and creating research projects &amp; reports.</li> <li>• Sentence transitions.</li> <li>• Writing routinely.</li> </ul> <p>Formative, interim, and summative assessment rubrics are used consistently to better understand student progress. Depending upon the PLC and grade level, the rubrics are taken from the newest iteration of Calkins' Writing Rubrics (K-5th) and associated MAISA Rubrics for secondary. (At some point high school may use another national rubric that aligns more closely with the state's writing assessment tool.) Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, reviews of lesson and unit plans, PLC/building team meetings, reviews of lesson &amp; unit plans, student and parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$512000 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system upon a data mining and inquiry process), the district 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. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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.</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs or iPads and apps.</li> <li>c. Remediation &amp; credit recovery software (e.g., IXL, SuccessMaker, OdysseyWare, NovaNet, Mobi Online, etc.).</li> <li>d. Leveled informational texts, mentor science texts (at a variety of reading levels), and exemplars in informational (e.g., math, science, and tech) categories.</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of scientific concepts (e.g., Rtl manipulatives, leveled informational texts, etc.).</li> <li>e. Portable devices and educational apps (e.g., iPad and Mobi).</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors are provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact is accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions.</p> | Academic Support Program | Tier 2 | Monitor | 06/01/2016 | 06/03/2019 | \$113920 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | analyses, evaluation observations/discussions, unit and lesson plan reviews, PLC/building team meetings, teacher and paraprofessional meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s. |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| STEM/STEAM | <p>"Updated" Oakland Units and "district-developed" STEM Units are used as base curriculum for our and MI Science Standards" (related to NGSS) "shifts" in practices, especially in the areas of Physical Science and Engineering. Petoskey is creating its own units for Physical Science in with the assistance of our K-12th STEM Coach. Beginning with the "practices" of inquiry, developing and using models, and engineering, Petoskey students and teachers have had a start in the NGSS. As we delve deeper into these standards, they are connected to many other disciplines and core subject areas and will continue to be developed from one grade level to the next. For example, model building and other NGSS associated skills begin in the early elementary grades and continue through high school:</p> <ol style="list-style-type: none"> <li>1. Developing and Using Models             <ol style="list-style-type: none"> <li>a. Modeling in K–2 builds on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represent concrete events or design solutions.</li> <li>b. Developing a simple model based on evidence to represent a proposed object or tool. Examples: Connections to ELA/Literacy (SL.2.5)</li> </ol> </li> <li>2. Creating audio recordings of stories/poems and adding drawings or other visual displays to stories of experiences when appropriate to clarify ideas, thoughts, and feelings. Connections to Mathematics (MP.4) Model with mathematics &amp; (2.MD.D.10)</li> <li>3. Drawing a picture graph and a bar graph to represent a data set with up to four categories.</li> <li>4. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (2-LS2-2);</li> </ol> <p>Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations/discussions, within lesson plans and unit plans, PLC/building team meetings agendas and minutes, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. Student engagement (e.g., ownership of learning), and instructional pedagogy will expand in the areas of Life and Earth Sciences in our 3-Year STEM/STEAM Plan with annual improvement</p> | Implementation | Tier 1 | Implement | 06/11/2015 | 06/03/2019 | \$410300 | Teachers<br>Paraprofessionals<br>Building/District Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | <p>STEM/STEAM Plan with annual improvement (supported by data) in the following areas:</p> <ol style="list-style-type: none"><li>1. Time spent in STEM/STEAM-related learning events.</li><li>2. Deeper student understanding of physical science standards through real-life applications.</li><li>3. Teacher and student interest and enthusiasm in the sciences and integrated applications.</li><li>4. Heightened teacher awareness or confidence in teaching these subjects.</li><li>5. Increased learning time per week on math and science K-5th.</li><li>6. Use of well-written student learning targets and associated assessments.</li><li>7. A well-articulated progression of science and math curriculum K-12th.</li></ol> |  |  |  |  |  |  |  |
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**District Improvement Plan**

Public Schools of Petoskey

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| Tiered Interventions | <p>For students found eligible to receive Tier II/III services (i.e., identified for services through our student achievement data/Rtl ranking system), the district provides elements necessary to support learning through technology and face-to-face formats, sometimes in a blended setting within the classroom so that students are not missing core instruction. These are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> <li>a. Title IA and 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 certified classroom teachers (who assess, supervise, and plan interventions) 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, 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;</li> <li>b. Online learning opportunities for remediation and credit recovery in computer labs;</li> <li>c. Remediation &amp; credit recovery software (e.g., SuccessMaker, IXL, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</li> <li>d. Leveled readers, mentor texts (at a variety of reading levels), and informational exemplars (e.g., civics, history, geography, economics, etc.) categories and in a variety of genres;</li> <li>e. Rtl materials programs designated for targeted students, especially pertaining to the reading of content and understanding of primary concepts (e.g., IXL ELA, SuccessMaker, NovaNet-now GradPoint, OdysseyWare, etc.);</li> <li>f. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, &amp; other tablet devices); and</li> <li>g. Summer Learning and Spring Break Support opportunities (as designed to meet individual building needs).</li> </ul> <p>Details for these endeavors is provided within the Title IA/31A itemized grant allocations, general fund allocations, and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data</p> | Academic Support Program | Tier 2 | Monitor | 06/03/2016 | 06/03/2019 | \$68000 | Teachers<br>Paraprofessionals<br>Building Administrators |
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**District Improvement Plan**

Public Schools of Petoskey

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|  | walk-throughs, student-growth & other data analyses, evaluation observations/discussions, reviews of lesson/unit plans, PLC/building team meetings, student & parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings. |  |  |  |  |  |  |  |
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**District Improvement Plan**

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| <p>C3 Inquiry Arc</p> | <p>Oakland's Social Studies Units, based on the C3 Framework, are used to teach and scaffold Career, College, and Civic Life Inquiry Arc of C3. They are strategically used within the base curriculum to align practices, student targets, pacing guides, and assessments within the units. This allows PLCs to work at the same time on the same units, analyze similar data points for effectiveness, and reflect both individually and collectively about future strategies to increase student and staff success. It also enhances different styles of student engagement and communication, especially concerning the applications to real-life situations in the following dimensions:<br/> a. Dimension 1- Developing Questions and Planning Inquiries<br/> b. Dimension 2- Applying Disciplinary Concepts and Tools (Civics, Econ, Geography, &amp; History)<br/> c. Dimension 3- Evaluating Sources and Using Evidence<br/> d. Dimension 4- Communicating Conclusions and Taking Informed Action<br/> "Now more than ever, students need the intellectual power to recognize societal problems; ask good questions and develop robust investigations into them; consider possible solutions and consequences; separate evidence-based claims from parochial opinions; and communicate and act upon what they learn. And most importantly, they must possess the capability and commitment to repeat that process as long as necessary. Young people need strong tools for, and methods of, clear and disciplined thinking in order to transverse successfully the world of college, career, and civic life." We want Public Schools of Petoskey's students to experience and understand the interconnectivity of what they are learning in all of their courses and see how it fits together in their current and future lives (e.g., reading, writing, STEM, science, social studies, math, the arts, PE, world languages, career tech, etc.) Details for these endeavors are provided within general fund allocation ledgers and comprehensive district plans. Observing and appraising implementation fidelity and educational impact are accomplished during walk-throughs, student-growth &amp; other data analyses, evaluation observations and discussions, reviews of lesson and unit plans, PLC/building team meetings, student &amp; parent responses, administrative deliberations, and school/district improvement monitoring/planning meetings.</p> | <p>Implementa<br/>tion</p> | <p>Tier 1</p> | <p>Implement</p> | <p>06/03/2016</p> | <p>06/03/2019</p> | <p>\$400000</p> | <p>Teachers<br/>Paraprofes<br/>sionals<br/>Building/Dis<br/>trict<br/>Administrat<br/>ors</p> |
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## District Improvement Plan

Public Schools of Petoskey

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|                                         | monitoring/planning meetings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |        |           |            |            |          |                                                                                          |
| Using DuFour's Collaborative Unit Model | Staff will work in a variety of collaborative units called Professional Learning Communities (PLCs) by grade level or department to improve overall student academic performance by analyzing student data together and targeting strategies for specific students, subgroups, and full groups by utilizing DuFour's primary questions :<br>1. What do we what each student to learn?<br>2. How will we know each student has learned it (or already knew it)?<br>3. How will we respond when a student hasn't learned it or experiences difficulty?<br>That means that the building team(s) or PLCs response will be timely, based on intervention/prevention rather than remediation, and directive. | Teacher Collaboration | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$100000 | Superintendent<br>PLC Administrators<br>Director of Teaching and Learning<br>PLC Members |
| Linking Lessons and Learning Targets    | Teachers will use strategies to clearly link lessons to previous and future lessons and learning associated targets by using MI Grade-Level Standards, clearly communicating these standards and links to students and other stakeholders, and helping student learn and apply the transferable skills and knowledge. Learning targets will be understandable, clearly articulated, and embedded in instructions. These practices will be reviewed through noticings & wonderings, observations & conversations, and feedback during the evaluation process.                                                                                                                                           | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$5000   | Administrators<br>Teachers<br>Teaching and Learning Director                             |
| Assessments                             | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                                                                                                                                                                                                                                                                                      | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$2000   | Teachers<br>Paraprofessional Staff<br>Administrators                                     |
| Assessments                             | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                                                                                                                                                                                                                                                                                      | Professional Learning | Tier 1 | Implement | 09/05/2016 | 06/03/2019 | \$500    | Paraprofessional<br>Teachers<br>Administrators                                           |

## District Improvement Plan

Public Schools of Petoskey

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| Assessments                     | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Professional Learning                                                                                                                                                                    | Tier 1 | Implement     | 09/05/2016 | 06/03/2019 | \$500   | Paraprofessional Teachers Administrators                                |
| Assessments                     | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Professional Learning                                                                                                                                                                    | Tier 1 | Implement     | 09/05/2016 | 06/03/2019 | \$500   | Paraprofessional Teachers Administrators                                |
| Assessments                     | Teachers and paraprofessionals will learn and use appropriate strategies to provide formative assessments that align with the lesson's learning targets that are based on MI's Content Area Standards and associated practices. Teachers and paraprofessional will learn and use these strategies and the data gleaned to inform future learning.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Professional Learning                                                                                                                                                                    | Tier 1 |               | 09/05/2016 | 06/03/2019 | \$500   | Paraprofessional Teachers Administrators                                |
| Extended Learning Opportunities | Wrap-Around Services- This includes district and community resources that work as a team to support a student or family. It may mean that a child (or other family members) receives extended summer (or during the school year) learning opportunities, accesses credit recovery labs, receives time in the Center (at PHS) for 1-on-1 assistance, has a smaller group learning environment in the SAASE Lab (at PMS) supported in the classroom by paraprofessionals/tutors, gets face-to-face and online interventions/preventions, is connected to the Health Department/Community Action Agency/local health-care providers/Community Mental Health, is part of a collaborative mental health collaborative with Alcona Health Care System, has access to Charlevoix-Emmet ISD resources, or has Tier II or III academic or behavioral supports from the district. | Parent Involvement, Professional Learning, Community Engagement, Teacher Collaboration, Direct Instruction, Behavioral Support Program, Supplemental Materials, Academic Support Program | Tier 2 | Getting Ready | 09/05/2016 | 06/03/2019 | \$20000 | Teachers Paraprofessionals Counselors Administrators Community Partners |

## District Improvement Plan

Public Schools of Petoskey

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| Dimensional Learning   | Dimensional learning has an active classroom and growth mindset base and encompasses big concepts in the 5D+ Evaluation/Coaching Model-- such as heightened student engagement (e.g., ownership of learning & student choice), understandable student learning targets, classroom environment/culture with rituals and norms for learning, collaboration, debriefing, scaffolding and differentiated instruction, quality of questioning, substance of student talk, and connected learning standards with clearly articulated criteria for student success. | Curriculum Development | Tier 3 | Implement | 09/05/2016 | 06/03/2019 | \$20000 | Teacher Administrators<br>Counselors<br>Community Partnerships (Camp Daggett)<br>Petoskey Education Foundation (PEF) |
| Reading Apprenticeship | Reading Apprenticeship (RA) literacy training, with increased reading and writing supports through specific teaching protocols, will continue at PHS and become more prevalent in the middle school and high school in the content areas of Science, Social Studies, Career Tech, and Mathematics.                                                                                                                                                                                                                                                           | Professional Learning  | Tier 1 | Monitor   | 09/05/2016 | 06/03/2019 | \$15000 | Administrators<br>Teachers<br>RA Personnel/<br>Trainers<br>Char-Em<br>ISD                                            |