



# **School Improvement Plan**

Petoskey High School

Public Schools of Petoskey

Mrs. Mandy R. Stewart, Principal  
1500 Hill St  
Petoskey, MI 49770-2782

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## **Introduction**

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

# **Executive Summary**

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school 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, and the kinds of programs and services that a school implements to support student learning.

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

## **Description of the School**

**Describe the school'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 serves?**

Petoskey High School is a class A school located in Northern Michigan, just 35 miles south of the Mackinac Bridge, on the shores of Lake Michigan. The district is comprised of four elementary schools, one Montessori elementary school, a middle school, and the high school. The shared vision of the Public Schools of Petoskey is a "Special Place for Everyone" with intentional focus to move from a good district to a great one. The community of Petoskey is a beautiful suburban, resort community that continues to support and value our schools. PHS has just under 1000 students (per Power School), which includes 86% White, 4% American Indian, 2% Hispanic, 1% Asian, 1% African American, and 6% that are 2 or more races. 32.23% of our students are economically disadvantaged, with 45.7% qualifying for free and reduced lunch eligibility. 53% of our students are males and 47% are females. All teachers employed in the building meet current highly qualified status. Demographics of the area, have largely remained steady, other than our economically disadvantaged students population, which has risen in recent years. The community of Petoskey has a mix of affluent and low socio-economic status students, which is an area of focus in our schools, as well as our gaps in academic achievement between our top and bottom 30%. In our school district, roughly 14% of our student body are schools of choice students. This has helped maintain enrollment in the Public Schools of Petoskey in these economically uncertain times. The large number of schools of choice students is a testament to the quality of our teaching staffing, variety of coursework options, and extra-curricular programming.

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## School's Purpose

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

The shared vision of the Public Schools of Petoskey is a "Special Place for Everyone" with intentional focus to move from a good district to a great one. Our mission statement was created over ten years ago through the joint efforts of staff, students, parents, community and administration. This statement continues to serve PHS well, and the current School Improvement Team regards the statement as relevant and applicable to today's challenges. Our statement is the following: "The staff at Petoskey High School believes that all students can learn the basic life skills necessary for the responsibilities of their adult roles. We believe and accept that it is our school's responsibility to expect all student and staff to strive for high levels of student academic performance, and further to foster positive development of their health, citizenship, self-image, and life-long learning." The belief shared by our School Improvement Team is that the intentional and on-going efforts of all stakeholders is how we continue to move forward and face current challenges. In 2009, the PHS staff renewed our efforts with a single focus to establish a "culture of teaching and learning at PHS". Our thoughts were to concentrate on the most important thing--successful student learning! This central idea united our staff. In 2010, the single focus shifted to engage our students and empower them to accept responsibility for their learning. In 2011 and 2012, the focus was to bring together all stakeholders--staff, students, parents, community, and administration. For the 2013-14 school year, the focus was to continue to bring all stakeholders together by partnering with a local camp to instill a "Full Value Agreement" that provides direction and support for the social, emotional, and physical well-being of all stakeholders. In the 14-15 school year, we furthered the Full Value Agreement of Being Safe, Speaking Up, and Working as a Team, by working with staff and students to have a common language of these expectations, creating activities for orientation and events throughout the school year to promote and connect to the FVA for all members of our school community. During the 15-16 school year, we expanded the FVA work with Camp Daggett, with a new program (Funded in partnership with Meijer Corp.) that focuses on a group of At Risk transitioning 9th graders, so as to address socio-emotional and academic concerns and offer skills/supports for those students. The students will spend one day at Camp Daggett, learning about the FVA and leadership/team building skills and then follow up with School supports/instruction/study skills. The support continued through the year with a special Academic Resource Class working with a teacher went through program with them. During the 16-17 school year, we are increasing that support again, having special mentor groups for the "Jump Start" students, push in staff support, and an assigned staff mentor for each student in the program. We also will have the 1st year jump start students work with this cohort, to provide leadership opportunities for the past group and more connections/relationships among the students at risk. We also are adding a volunteer work element to the program, to give civic minded programs connecting to students.

Embedded in all school improvement initiatives is an underlying expectation of excellence. New graduation requirements, implementation of higher level instructional standards, and a transition into more data based practices are three key actions/goals that have centralized our efforts and established a clear direction and focus. It became apparent to staff that we needed help from all stakeholders to be successful with our students. Avenues for stakeholder involvement and input are now abundant (school improvement, hiring committees, student leadership, parent teams (PS3: parents supporting staff and students), district and school surveys, open house, renaissance team, conferences, orientations, newsletters, social media, etc.) The open invitation for all stakeholders to be involved and to impact student learning and achievement has facilitated the positive climate that continues to gain momentum at PHS. Our challenges remain. Currently, an upward trend in the number of economically disadvantaged and homeless students; our achievement gap between our top and bottom 30%; economic state of our region, and the implementation of higher standards in instruction, are all formidable challenges for our stakeholders, as well as the assessment changes and adjustments for our state. Despite the challenges, the schools, staff and community of Petoskey truly strive for excellence by allowing our youth to thrive. At PHS, we push for excellence and expect all students to become college and career ready by graduation. Students are provided a strong academic curriculum that is accompanied by an abundance of elective choices. The

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Career and Technical Education program provides ten programs that prepare our students for the workforce. This expectation of excellence spills over into extra-curriculars as well. PHS provides successful extra-curricular programming, from athletics to band to robotics. The students, staff, parents, and community of Petoskey are proud to be Northmen!

## Notable Achievements and Areas of Improvement

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

The vision of the school district, "A Special Place for Everyone," is embedded in the ongoing work of Petoskey High School. Avenues for stakeholder involvement and input are abundant. These avenues include school improvement committee, hiring committees, student leadership, parent advisory teams, surveys, open house, conferences, orientations, newsletter invitations, etc. The vision, along with parent involvement and student data, acts as the springboard for progress and change at Petoskey High School. Our vision is alive in our curriculum, instruction, and assessment efforts. Despite economic pressures, PHS still hosts ten Career Tech Education (CTE) classes. Advanced placement and honors courses as well as dual enrollment opportunities exist to challenge students above and beyond the core curriculum. In concert with our vision, we have adopted the Jostens Renaissance program with the intent to increase recognition of student academic success. All of these programs help to make Petoskey High School a special place for everyone. Moving from good to great and becoming a "lighthouse" district are ideals embraced throughout the district. Building goals are developed within the framework of these ideals and in response to careful data analysis at both the district and building level. Collaborative teams use multiple data to drive instructional and programming changes further through the work of PLC's (professional learning communities.) Assessments used in the 14-15 school year include the ACT Aspire (9th and 10th grades), MStep/ACT (11th grade), and common classroom assessments. Trends in the performance of students are analyzed by our district teaching and learning council (TLC) and the school improvement committee and then shared with the staff so that professional learning communities (PLC's) can plan appropriate strategies and interventions. Teachers, counselors, administrators, and other stakeholders utilized data from a multitude of sources as an indicator of which students may require additional support and enrichment services. Teachers receive relevant standardized test scores when available to use for goal setting and ongoing data analysis in their PLC groups. Educational Reports at Board of Education meetings include the sharing of assessment results. M-Step/ACT scores are/will be released to the media in accordance with state guidelines and policies. Standardized test results are also available for stakeholder viewing on the district's website. Analysis of assessment data (primarily MME and ACT) shows that there was a five-year trend of overall improvement in student achievement in social studies, writing, and science. Math and reading scores have remained steady over the past 5 years. Both ACT College Readiness and MME science scores showed four consecutive years of increased science scores. MME science scores improved from 40% proficient in 2010 to 41% in 2014. MME reading scores show an overall steady trend, in which 66% of students were proficient in 2014. Mathematics scores have remained steady, in which 34% of students were proficient. MME writing proficiency levels have increased from 56% in 2010 to 57% in 2014. Petoskey High School was in the 55th percentile in the MDE's Top to Bottom Ranking in 2014. From the 12-13 to the 13-14 school year, our school color code has risen from Red to Yellow, with this studied focus on improvement. Our 14-15 ACT data shows growth in the percent if students who made benchmarks in the areas of English and Math, while remaining steady in the areas of Reading and Science. The ACT data also reported that our average scores went up in all areas except Math, which saw a very small decline (20.4 to 20.3).

As we transitioned from ACT to SAT and the MME to M-Step, we have not yet had enough data to estimate our growth trends, but we hope to have more information released to us in the fall. Top to bottom rankings were not done last year, and our color code remained at yellow due to falling slightly below 95% tested in one subgroup area. All other areas were green, which reflected well on our improvement efforts.

Data is used to determine the strengths and weaknesses of curriculum and instruction. Overarching gaps in learning are identified using common assessments and standardized testing data, but individual gaps in learning are also identified by using standardized assessment, formative assessment techniques, and common assessment data. Overarching gaps cause teachers to adjust whole-class instruction while individual needs may be met with the addition of an alternative strategy, activity, or additional time for a particular student or group of

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students. For the 16-17 school year, we are training our staff on a new data platform (Illuminate) to support our data initiatives for instruction. We also have attended the Data Dialogue and Data Teams training in the past year with administration and a group of teacher leaders, so that the discussions around data can be more effective for the 16-17 school year.

In response to data, instructional pacing and strategies have been adapted and support programs added (Academic Resource Center (ARC), The Center, Online Credit Recovery Lab, ELA Tutoring, Math Tutoring, Summer School, and Enrichment). During the 15-16 school year, we applied for 2 grants, one for mental health and wellness and a reach higher grant for post secondary education initiatives. We were awarded both grants and will utilize the funds for our school improvement. The Mental health and wellness grant allows for a full time mental health worker to work with individual students and small groups in our building full time, along with professional development for staff on mental health issues. This will be an enormous asset to our building, bringing the mental health supports directly to the students during the school day to remove further barriers to education.

School guidance counselors also help to provide many student support services. PHS employs two full-time counselors who are assigned to students by grade level. Counselors follow the same grade/students through their four years at school so that students establish a relationship with their counselor over their four year career and to ensure that a student's IDP/EDP and goals are consistently reflected in their programming. Counselors work with students and families to schedule courses and provide support/intervention services. English teachers collaborate with counselors to incorporate Career Cruising and ACT/SAT prep lessons into the general curriculum. Counselors also assist in student orientation efforts, including a summer PREP program for incoming freshmen identified as at risk. Counselors provide emotional support to students and families in crisis and collaborate with local mental health agencies to provide the appropriate services when needed. Counselors serve on local mental health collaboratives to prevent gaps in services between school and community. Testing services (PLAN, ASPIRE, rSAT, PSAT, rPSAT, MME/ACT, NWEA, etc.) are also coordinated by our counselors.

The biggest challenges for Petoskey High School in the past three years have been closing the achievement gap, school climate, and infusing authentic and meaningful literacy in all curricula. Not surprisingly, all three challenges are directly related to the most important thing - student academic success! Since the PLC school improvement model was established years ago, staff have continually collaborated and worked to improve teaching and learning. As a result of increasing failure rates, we implemented an on-line credit recovery program in 2010. This program has been extremely successful in helping students recover credit, allowing them to remain on track and ultimately graduate. Students received credit in 148 courses in 2012-13, and 149 courses in 2013-14. During 2014-15 school year, 196 credit recovery courses were taken, and an additional 60 courses gained credit during summer school. We are continuing with our credit recovery and summer school options, to keep students on track for graduation, and keep our graduation rate being well above state averages.

Staff and students have united once again with the understanding that student success is the most important thing. When after-school Mandatory Tutoring was discovered to have a disconnect with the needs of our most challenged population, it wasn't the end of the tutoring effort; it was the beginning and is having a profound effect on how we address academic failure. Staff still offers tutoring before school, at lunch and after school, but in addition we have expanded our menu of interventions. We have eight academic resource classes offered in our schedule and The Center operates daily for students to get academic assistance at any time they want. The academic resource classes and Center are staffed by highly qualified teachers. In addition we have a full-time math tutor and full-time ELA tutor at PHS to facilitate our early interventions in math and literacy. We understand the importance of communication and openly discuss failure rates at every professional development opportunity and continue to search for ways to communicate to students, parents, and community. The continued demands of the graduation requirements of the MMC while infusing the Common Core State Standards. Higher level expectations, efforts to close the achievement gap, and the economic strains facing schools started to demoralize staff, who had continued to strive for student success. The climate had declined as a result of a common thread in all schools, "having to do more with less". In addition to staff, students were feeling overwhelmed with pressure to succeed and fewer choices available to them. Parents and community also showed the strain of the times. Petoskey High School responded to this by incorporating the Jostens Renaissance Program to recognize achievements and

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accomplishments by students and staff in and out of the classroom. In 2009, we encouraged staff to become like Rock Stars and reminded our staff, students, parents, community, and alumni what it meant to be "True Blue". We produced a video and initiated a new format for student orientation. We assigned mentors to every freshman and invited the parents to attend orientation with their student. The events included a fashion show, tour and dinner. This initiative continues to grow and new improvements have been added. In 2012, the theme was "Come Together" in which the primary focus was to continue to create a family atmosphere among all PHS stakeholders. Teacher and student committees worked to recognize and reward students and staff for their accomplishments. In 2012-13, PHS partnered with a local camp to infuse the "Full Value Agreement." All students and staff will agree to: 1. Work as a team, 2. Be Safe, and 3. Speak up. These values are the guiding principles to create a more positive atmosphere as we move forward. Training for students and staff continue to occur on a regular basis. Infusion of the Full Value Agreement remained the theme for the 2014-15 school year as we expanded the initiative and began to have student led positive climate activities and events for our school community. During the 15-16 school year, we implemented rewards programs for staff and students around the FVA, recognizing actions that reflected the 3 tenets of our expectations. Our referral process re-prompts to the FVA, and we also do frequent class announcements and meetings that expand on the FVA themes. We will continue that process during the 16-17 school year as we have noticed a significant drop in out of school suspensions in the last year.

Our School Improvement Team continues to establish a climate built around exceptional instruction. The team has and continues to examine studies and surveys to identify best practice teaching strategies. This has led to the conclusion that we need to focus primarily infusing of literacy across all curricula to become aligned with the state expectations. Examination of ACT Explore and ACT PLAN (now ACT Aspire) data also revealed that we need to put more emphasis on literacy. This has been the PLC focus for 12-13 and 13-14 and will continue to remain the primary focus of our staff and professional development opportunities with the new assessments and data platform. Staff meetings are designated as learning opportunities where staff teach each other successful practices that were producing student success. After the 2014-15 school year, 17 of our teachers will have received training on implementing reading apprenticeship strategies into instruction. Our scores show we will need to continue to work hard to achieve our literacy goals. During the 15-16 school year, we had 2 more cohorts trained in Reading apprenticeship increasing our numbers so that over half of our teachers are trained in RA. PHS also needs to continue to address our gaps in academic achievement among subgroups, particularly for students with disabilities and those who are economically disadvantaged. Our efforts have and will continue to remain focused and constant in our attempt to improve student achievement.

## **Additional Information**

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

Although the challenges exist, the entire community of Petoskey has many reasons to be proud of PHS. Petoskey High School has received multiple accolades in recent years. Petoskey High School had five-year trends of increasing MME test scores in Science, Writing and Social Studies, and all subject areas were above the state average. With the newer assessments, our tentative SAT data appears consistent (per SAT/ACT conversion table) with our past results. This is a direct result of the intentional focus of our staff to continually improve teaching and learning and to provide a special place for everyone. Also, Petoskey High School has been continually accredited by NCA/AdvancED since 1908. For over 100 years, PHS has been providing a high quality education to its students as determined by NCA/AdvancED. In October of 2011, PHS went through a Quarterly Annual Review (now called an External Review). During this review it was determined that PHS was to receive immediate accreditation. The immediate accreditation, combined with the longevity of accreditation, and willingness to be reviewed by others shows the commitment PHS has to providing a quality educational program. In 2012-2015, Petoskey High School has been named as an Honor Roll school by the AP College Board. This honor was received for increasing test scores while also increasing the number of students enrolled in Advanced Placement courses. Also in 2012, Petoskey High School was named as the 35th best high school in the state of Michigan by US News and World Report. PHS was ranked in the top 5% of high schools nationally. In 2014, our ACT Composite Score, ACT College Readiness Benchmarks, 4 year Graduation Rate all increased, while our Dropout Rate went down. In 2015, the majority of our ACT data showed growth, and we will continue to examine our achievement and growth needs through the state standardized testing (rSAT/M-Step) Perhaps the greatest aspect of PHS is its programming despite budget constraints, we are able to offer courses and extra-curricular programs that fit the needs of nearly every student in the school. From a multitude of AP courses, to ten CTE courses on site, to a thriving athletic program, to co-curricular programs that are known state-wide, PHS is truly a special place for everyone!

# **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.**

During the development of this School Improvement Plan , multiple stakeholders were involved and provided input towards the creation of a targeted plan for instructional improvement. Petoskey High School has PLC (professional learning communities) that are departmentally based, and the educational stakeholders worked in these small groups with all teachers, for the first level of information towards the plan creation. Then the PLC leaders/Department heads brought these ideas to the School improvement Team for review. The School improvement team includes parents, teachers, and administrators, who then look at multiple levels on information before creating the plan details. To recruit more community input, an NCA designed survey was given online and advertised in the newsletter/media, at Parent Teacher Conferences, as well as a voluntary Parent Advisory group, which reviewed drafts of the school improvement plan for more feedback. Meetings were held on a rotating schedule, with SIT and PLC meetings monthly, PS3 (Parent Supporting Staff and Students) meetings quarterly, and the surveys given annually. During the 15-16 school year the district also included another layer of PLC's, called task forces in all core areas, which were open to staff/admin and parents for review of instructional gaps and plans for improvement. The task force work revolved around aligning curriculum and will continue into the 16-17 school year.

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

Multiple Stakeholder groups were involved in the Petoskey High School Improvement Plan process. Our educators participated through PLC's and department meetings, analyzing data, and discussing the goals for our plan. Then, this information went to the School Improvement Team, which also included administration and parents, and the stakeholder survey data (through NCA) was also examined for the school improvement process. The PS3 group also input towards the process during their meetings. As a focus school we are mandated to have multiple presentations before the board of education to provide opportunities for the community to provide feedback in the school improvement process. during the 15-16 school year we also created a Coordinated School health team at the MS and HS, that included staff, parents, administration, and students to complete the HSAT survey and give input towards our Mental health and Wellness grant. The responsibilities of all stakeholders were to use data to examine areas of need, develop goals, and to create criteria that would appropriately assess improvement for Petoskey High School.

**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 School Improvement Plan was posted on the Petoskey High School Website, given to all stakeholder groups, discussed in Staff meetings, as well as during professional development days, and an outline/summary was given to all stakeholder groups and posted in various areas of the High School building for access. During our focus school reports to the BOE, presentations were given in public meetings available to members of the community to increase communication.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Looking at enrollment data over the past three years, PHS sees a consistent enrollment trend from year to year. PHS experiences a decline in enrollment throughout the school year an average of roughly 50 students. This decline does not continue into the next school year however. Enrollment always rebounds at the beginning of each year. Enrollment is consistently in the range of over 1,000 students at the beginning of the school year, and often ends in the range of 950-970 students. . The 2013-14 School year began with an enrollment rate of 1,043 students and completed the year with 961 students. The 2014-15 School year experience the same trend of beginning the year with 1,021 students and end the school year with 988. Looking at enrollment numbers for the beginning of the 2015-16 school year the trend continues to show a consistent enrollment number of 1,015 and an end of year enrollment in the 960+ range. Our current enrollment for 16-17 school year is at 999, but that may not include all of our school of choice enrollees, which constitutes 13-14% of the enrollment at the HS. An identified challenge is our attrition rate during the school year. PHS enrollment consistently has a decline in student enrollment during a school year.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

Over the past four years, attendance rates have improved from 85% in 2012-13 to 93.25% in 2015-16. This improvement has been made due to the numerous programs we currently have, such as Saturday School, automatic letter home for excessive absences, daily calls for those not parent excused, and the use of our Director of non-instructional services, who conferences with students for interventions, parent meetings, and daily attendance lists for teacher communication. In the 13-14 school year we increased from 85% to 92.78% attendance which was a significant improvement. In the 2014-15 school year we saw a slight increase in student attendance from 92.78% to 93%. We increased .25% in the last year which continues our upward trend. The challenges that the attendance data indicates that PHS needs to maintain the current attendance trend while also improving towards our goal of increasing student attendance.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

In analyzing the three year trend of student behavior at PHS has resulted in increasing interventions. In 2012-13 there was a total of 544 referrals followed by an increase in 2013-14 and 2014-15. During 15-16 there was a total of 1,177 disciplinary interventions implemented and a rising number in 15-16 to 1242. This ranges from warnings with students, parent meetings, Behavior Intervention Plans lunch detentions, ISS/OSS, or expulsion.

One trend that has more significant data, is our recent decline in out of school suspension numbers. In the 12-13 school year we had 226 SY 2016-2017

incidents that resulted in OSS, 219 in 13-14, 236+ in 14-15. However, during the 15-16 school year we began a lunch detention program as a lower level of discipline and we lowered our OSS incidents for last year to only 153. This is an amazing step forward when considering the hours of instruction time missed when an OSS occurs for students.

When looking at the data trends a majority of disciplinary referrals/actions responsible for the increase are in the areas of excessive tardiness and insubordination. When looking at major infractions, PHS is consistent with low numbers for major infractions. Over the course of 4 years PHS has had 4 incidents of physical assault, and has witnessed a decline in illegal possession from 21 incidents in 2012-13 to only 3 in 2015-16 (SID report). When looking at the behavior data over the course of 3 years PHS is a safe school to attend and our Survey data with all stakeholders indicates a high satisfaction rate regarding safety in our school. The school has a very small amount of major infractions, but has seen an increase in minor behavior disruptions. The two major challenges being in the areas of insubordination and excessive tardiness.

### Student Demographic Data

#### 4. What action(s) could be taken to address any identified challenges with student demographic data?

Using orientation meetings, class meetings, parent communication, and our freshmen mentoring programs under the umbrella of our Full Value Agreement positive school climate initiative (Work as a Team, Be safe, and Speak Up), our goal is to educate the students regarding our policies so that they will be fully aware of the expectations. This front loading of our code of conduct during orientation and class meetings should help to reduce the number of infractions during the 16-17 school year.

### Teacher/School Leader(s) Demographic Data

#### 5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

PHS staff has a majority of tenured staff coupled with a handful of veteran/experienced and some new/inexperienced teachers. By having a core group of vested teachers and multiple opportunities for staff to collaborate on best practices in the classroom, it allows for a variety of instructional methods for our students. By providing evidence based quality instruction to our students in a variety of ways allows for ALL students to receive quality opportunities for learning. The administrative team has made a commitment to providing staff learning opportunities at monthly staff meetings and District designed Professional development.

### Teacher/School Leader(s) Demographic Data

#### 6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

PHS teaching staff is dedicated in providing differentiated and quality instruction to students. A majority of staff are not just working with students in the classroom but are members and leaders of committees, PLCs, and student organizations to help connect with students. These connections promote student achievement and build the relationships needed for student success. For as experienced our staff is, they are also flexible and open to new teaching ideas, and have been proactive in seeking out professional development opportunities in STEM, Modeling, and Reading Apprenticeship.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

All school leaders over the past 3 years have been consistent at staying with in the contractually obligated days allotted for absences. School leaders absences related to illness are minimal and currently not a challenge to student achievement because they are infrequent. In regards to absences related to professional development, there are very limited opportunities PD during the school year due to budget constraints and our commitment to specific teacher PDs, which occur predominately in the summer. Our PD focus is related to our literacy school improvement goals with RAISE training, Science modeling, and Summer AP course training.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

All school teachers over the past 3 years have been consistent at staying with in the contractually obligated days allotted for absences. Teacher absences related to illness are minimal and currently not a challenge to student achievement because on average teacher illness leave is seldom. In regards to absences related to professional development, there are very limited opportunities PD during the school year due to budget constraints and our commitment to specific teacher PDs in the area of Reading Apprenticeship and Advanced Placement, which occur predominately in the summer.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

Currently PHS does not feel teacher/school leader demographics are a challenge to student achievement.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

Standard 1- Purpose and Direction is a strength, according to our Self assessment, with the strands concerning purpose and the leadership's commitment to a climate/culture that is based on best practices and high standards rating as a level 4. Standard 2 also was a strength, especially in the strands that considered the strength of the governing body/autonomy.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Our challenges lay in Standard 5- using results for continuous improvement. The concerns with using data were directly connected to the testing/assessment changes at the state level, which the staff finds challenging to find systematic, consistent data for growth. Also, we are changing to a new data platform, that we will be trained on during the 16-17 school year, and as we learn more about the platform/reports and utilize our teacher leaders that were trained in data teams to better analyze our results for improvement.

### **12. How might these challenges impact student achievement?**

As we continue to adapt to the MME/M-Step and ACT/SAT changes, we will again be able to see our growth/gap data more systematically. However, analyzing trend data with changing assessments is challenging. We will need to rely more heavily on common assessments and grade data to review progress in student achievement and see what data trend emerge in the new M-Step/rSAT and use that data to influence instruction. Once we have multiple years of same assessment data and are utilizing our data teams and illuminate platform, this will greatly improve our data analysis and provide informed and researched areas to influence instruction and interventions that will increase achievement.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Our area of concern is in using results for continuous improvement, and we could incorporate our efforts into the school improvement plan. Our Professional development for this year included the data platform of Illuminate, which will allow us to compile reports at a building/grade/dept/class level for instructional design and intervention. Improving our PLC's with the PD teacher leader training in data teams will assist in supporting effective data dialogues during PLC/PD time. Having more effective conversations around accurate/transparent data reports will allow us to utilize our results and look at areas that need instructional improvement.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

We have an array of intervention programs available at PHS: The center (group and one on one support for special education students-staffed by a special education teacher), online credit recovery, summer school online credit recovery, tutoring programs, full time ELA and Math tutor, etc. To ensure that IEP students have access, we monitor their progress during IEP's, Case manager oversight, Power School credit checks, ARC courses, Mentoring programs, and frequent counselor review/meetings. PHS is very proud of the interventions that are available for students, and there is frequent communication to students and families regarding their availability for utilization.

### **15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Many of our ELO's are focused currently on the K-8 grade levels, but we do offer after school tutoring, and extra curricular programs (debate, robotics, theater, etc.) that explore talents and learning for the interested students. We also have a STRIVE program, where community members work with At Youth and provide after school/weekend support and career based instruction/seminars. Our incoming 9th graders also have summer school and "jump Start" (team and leadership building) that takes place before the start of school. We also run a summer school credit recovery available for At Risk Youth during the summer.

### **16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

Strive students are 11-12th graders, identified as At Risk (grades, attendance, discipline, free/reduced lunch) and then are sent invitations home for interest. We hold a lunchtime seminar (food provided) to inform, and then we take applications. A committee of counselors/admin/staff then select the students with needs that fit the mentors provided.

Jump start students (9th grade) are identified by admin/counseling staff using grade, discipline, or At Risk data. Invitations (letters and calls) are extended to families and the first 15 students that respond are entered into the program.

Summer school students are At Risk to graduate (all grades), and are flagged due to grade data. They are invited by letters and phone call, and the first respondents are enrolled. As students finish their courses, more students are invited to attend.

### **17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The Public Schools of Petoskey has a published K-12 curriculum, available online for all stakeholders which aligns to state standards. Our Professional Development supports vertical and horizontal alignment, and staff is given time to confer, discuss, share data, and align curriculum and common assessments. Common assessments, at least one a semester are required to be turned into administration for review and the data is analyzed in PLC's. This information is also reviewed in our task force PLC's and at District TLC levels.

### **18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

We take the MIPHY , and the results are given to us for review. We then can utilize this data for counseling incentives, Health education,

and parent education/communication. With our new Mental Health and Wellness grant, we also have a Coordinated School health Team that participated in the HSAT evaluation to see our areas of need and will be using that information for the 16-17 school year.

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

According to our 14-15 M-Step data, PHS students made the proficiency target set by the MDE with all students, and our subgroup areas of Bottom 30%, White, and Economically Disadvantaged students. Literacy has been a specific target at PHS, and we have implemented a full time tutoring program (The Center), a full time ELA tutor (HQ -certified teacher), and professional development for teacher leaders in Reading Apprenticeship.

### **19b. Reading- Challenges**

While our ELA scores on the M-Step were above the state average (50.4%- PHS & State- 49.3%), we still need to address our progress reaching the state proficiency target range in all areas. We also will need to monitor future students as our Special education population is increased at the middle school level and will require additional supports/instruction in future years to be proficient at the HS level.

### **19c. Reading- Trends**

It is challenging with the changing assessments to analyze trend data until we have multiple years of SAT and M-Step complete but our past ACT trend data shows a slow but steady increase in our average reading scores From 2010- 20.3 to our current 21.4 average, which was higher than the state average reading score, our RAISE literacy initiatives seem to be increasing our scores. Utilizing the 2010-2014 MME data, we have seen a decline in a few years of reading data, and then a 3% jump in scores to 66% (2013 to 2014) of students achieving proficient or advanced reading scores. Our M-Step scores reached state proficiency targets in ELA and when we received our 15-16 M-Step SY 2016-2017

information, we will be better able to analyze trend data for intervention.

### 19d. Reading- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The challenges in reading will be addressed in our school improvement plan, through RAISE literacy professional development, full time ELA tutor, and our Center which provides small group and one on one support throughout the school year. We also have a push for all teachers to work on close and critical reading strategies in all subject areas, to increase the reading opportunities and skills of all students.

### 20a. Writing- Strengths

Using MME data from 2010-2014 (M-Step data is not available at this time) PHS writing scores have always ranged above 53% proficient and our 2014 data had us at 58% of our students reaching proficient or advanced levels in writing. Our M-Step ELA scores earned state proficiency target levels, and utilizing a ACT/SAT conversion chart, we can estimate that our SAT scores are in a comparable achievement range. Our cohorts for Reading Apprenticeship are cross-disciplinary, which allows for more subject areas to focus on writing and literacy with all students.

### 20b. Writing- Challenges

Although we also want to raise our writing scores for all students, a challenge at PHS is in our special education population, which has not been proficient in writing during the 2010-2014 MME data. If this trend is supported with M-Step and SAT data trends, PHS will need to increase the instructional interventions with our Special Education population. Our English Special education teacher is currently in the latest cohort of RA, which should allow for more interventions for literacy and writing in the classroom.

### 20c. Writing- Trends

Our MME trend data from 2010-2014 has varied. we have had declines of 1-3% and increases of 8%, which is statistically significant. PHS will continue to work towards our goals of all students reaching proficiency by 2021, while working with our newer state assessments the

rSAT and M-Step.

**20d. Writing- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The challenges in writing will be addressed in our school improvement plan, through RAISE literacy professional development, full time ELA tutor, and our Center which provides small group and one on one support throughout the school year. We also have a push for all teachers to work on directed essay prompts similar to the state assessment in all subject areas, to increase the writing opportunities and skills of all students. Our English teachers have also worked with Khan Academy, which has writing instruction/prompts and lessons that have been utilized in class.

**21a. Math- Strengths**

Using our past ACT data, we have seen a 4% jump in the percent of students who met Math benchmarks. Our ACT Math score was above state average, our performance data from MME has been steady in math from the 34-37% of students proficient range. The 14-15 M-Step showed that our students reached the math proficiency benchmark in all students and with every subgroup at PHS.

**21b. Math- Challenges**

Our MME data shows that we have many students that are partially proficient (30-45% over the last 5 years). Also, our past ACT math data has had a slight downturn, with the average scores moving from 20.4 to 20.3. Until we have multiple years of data, with SAT and M-Step, it will be difficult to identify trends, but we do know that we have not reached our state proficiency target areas in the last few years.

**21c. Math- Trends**

Our math trend data (MME) has been steady with 34-37% reaching proficiency. Our ACT data has always been above the State average and

is usually in the 43-46% range of student that met benchmarks. Our M-Step data shows that we hit the proficient target in math for 14-15, and as we receive more SAT and 15-16 M- Step data, we will be able to identify trends for the future.

### 21d. Math- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The challenges in math will be addressed in our school improvement plan, through STEM professional development, full time Math tutor, and our Center which provides small group and one on one support throughout the school year. We also have a push for all 1. All students will receive statistics and probability instruction in Algebra II to support their mastery of functions (L2, G1) standards.

### 22a. Science- Strengths

Our ACT data shows that PHS has been above state averages in science over the last 5 years and our 2014/15 scores raised from an average score of 21.1 to 21.3. Our 2014 MME data shows that we have reached 41% proficiency which is a rise of 1% from the prior year. Our M-Step 14-15 data showed that we reached our proficiency target in Science as well. We have had a targeted professional development focus in the Science department, with the majority of teachers being Reading Apprenticeship or modeling/STEM trained. The training has been implemented for the past 2-3 years and it will be interesting to see the effects on standardized testing scores with this shift of instructional locus of control. Tentative classroom assessment of modeling strategies in Physics did show increased knowledge of lesson targets when compared with prior, more traditional approaches.

### 22b. Science- Challenges

While our past ACT and MME data shows an increase in scores and our M-Step reached the proficiency target score, we still need to increase our proficiency to the level expected by the state to reach our proficiency goal by 2021.

### 22c. Science- Trends

The ACT trend data shows very steady scores in Science, with a range of 21.0-21.6 average scores over the last 5 years. The MME data shows more range, with a steady increase in scores from 35-41% proficiency. Until we have M-Step trend data it will be difficult to identify more recent trends in the area of Science.

### 22d. Science- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

PHS Science challenges will be address through our Modeling, STEM and RAISE professional development, our Center support for At-Risk/IEP students) and an instructional focus on inquiry-based instruction, including questioning, predicting, discussion, labs, and activities along with an increased amount of reading and writing strategies to increase science literacy.

### 23a. Social Studies- Strengths

Our MME data for PHS shows a 5% increase in scores from 2013 to 2014. That is a statistically significant improvement in proficiency scores for students. Our 14-15 M-Step data reached the proficiency target in Social Studies and we were given a green cell color. As more results from M-Step come in, we can see what progress has been made in this area.

### 23b. Social Studies- Challenges

Our PHS challenges in Social Studies would be increasing the proficiency percentage to the levels required by the state to reach our goal for 2021.

### 23c. Social Studies- Trends

Our MME trend data shows an increase in scoring from 50-56% over the last five years, with a one year dip in 2013. Until we have more M-Step data, it will be difficult to discern more trend data in this area,.

### 23d. Social Studies- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The challenges in Social Studies will be addressed in our school improvement plan, through RAISE literacy professional development,, and our Center which provides small group and one on one support throughout the school year. We also have a push for all teachers to work on close and critical reading strategies, to increase the subject specific reading opportunities and skills of all students.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

#### **Which area(s) indicate the overall highest level of satisfaction among students?**

The two highest levels of satisfaction among students were in the areas of Purpose and Direction along with teaching and assessing for learning. In the area of purpose and direction students were most satisfied with programs and services available to succeed. Echoing that same theme in Teaching and Assessing, the students felt that multiple assessments were given and that the rigor of the material was high.

### **24b. Student Perception Data**

#### **Which area(s) indicate the overall lowest level of satisfaction among students?**

The lowest level of satisfaction was in the survey areas that covered respecting staff and respecting each other as students.

### **24c. Student Perception Data**

#### **What actions will be taken to improve student satisfaction in the lowest area(s)?**

PHS has adopted the Full Value Agreement as a positive climate initiative in attempt to increase respect for all stakeholders in the Petoskey Community. We also have frequent class meetings and orientations to promote a positive school culture, and communicate our expectation levels. We also have a student positive climate group and a Teacher positive climate group (Renaissance) that works to model and teach our respect expectations. Our freshmen mentoring system also helps to model and teach incoming students about our FVA, and lead them towards a positive school experience. For the 2015-16 school year, reached out to our most at risk incoming 9th graders, for socio-emotional support and instruction, which we hope will continue to move our entire student population in a more respectful way. We are increasing this programs services for this year, and utilizing Camp Daggett to build a more positive climate at PHS.

### **25a. Parent/Guardian Perception Data**

#### **What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

The highest level of satisfaction among parents/guardians was in Resources and Support with the highest level of satisfaction in the area of opportunities for students to participate in activities that interest them, the safety of the school, and the variety of information that the students have access to at PHS.

**25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

Overall, all of the areas scored well in parents/guardians satisfaction with the school, but PHS had the lowest level of satisfaction in the area of teaching and assessing for learning. Specifically, communication with parents from teachers, and teachers working as a team to individualize instruction and helping them to learn.

**25c. Parent/Guardian Perception Data**

**What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?**

PHS will review communication policy and practices with all staff members at the beginning of the school year and promote staff members to communicate often with parents on positive and negative events that take place in the classroom. Teachers will input grades on powerschool which will be a communication piece for parents to access through parent portal, PHS will offer an Open house, orientation at the beginning of the school year, and provide formal opportunities to communicate with teachers and administrators at parent teacher conferences. In speaking with the stakeholders, some of the parents were unaware of how teachers work with data, and there was confusion regarding the assessment changes statewide regarding ACT/SAT and M-Step, and the concern was how the data would relate to the new changes. We will continue to communicate our data work to stakeholders with our monthly PS3 meetings, and through e-news letter communication.

**26a. Teacher/Staff Perception Data**

**What area(s) indicate the overall highest level of satisfaction among teachers/staff?**

Overall teacher/staff satisfaction scored very high, but the highest was in the category of Purpose and direction as well as Governance and Leadership. Satisfaction was specifically high in the areas of evaluation and having a clear purpose and focus on student success.

**26b. Teacher/Staff Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among teachers/staff?**

The lowest level of satisfaction among teacher/staff is in the category Teaching and Assessing for Learning. Specifically in the area of formal structure exists so that each student is well known by at least one adult advocate in the school who supports that student's educational experience and resource material availability.

**26c. Teacher/Staff Perception Data**

**What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?**

We have a mentor ship program in the community STRIVE that is increasing its support during this year. We also will utilize staff members for mentors for our Jump Start 9th grade students and continue freshmen peer mentoring. Currently, we have a very dedicated staff that is involved on an informal level with many student groups through extra curricular activities, and we also pair our most At risk student with an ARC class and teacher.

We also took time at the end of the year, last year to offer more textbook replacement funds, and will continue to review our funding for future resources.

### **27a. Stakeholder/Community Perception Data**

#### **What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

The overall highest level of satisfaction among stakeholders/community would be in the category of Resources and Support. The community feels strongly that PHS is a safe place to learn with qualified and caring staff. The area they are most satisfied is the fact that PHS provides many opportunities for our students.

### **27b. Stakeholder/Community Perception Data**

#### **What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

The overall lowest level of satisfaction is in the category of teaching and assessing for learning. A majority of stakeholders ranked their low level of satisfaction in the area of connecting what their students learn to everyday aspects of life.

### **27c. Stakeholder/Community Perception Data**

#### **What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

To improve in the area of connecting learning to everyday life PHS will promote the many different learning opportunities already provided at the high school. Students have a variety of learning opportunities outside of just their core classes and will be introduced and promoted at orientation. Staff meetings and PLCs will collaborate and analyze quality instruction strategies on how to make real world connections in the classroom.

## **Summary**

### **28a. Summary**

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

PHS strengths lies in their purpose and resources. All stakeholders clearly feel that PHS has the best interests for our students in learning and success. Our community is supportive of the districts mission in making it a special place for everyone. We have a strong staff who meet certification requirements and are dedicated in teaching outside of the classroom by heading committees, clubs, athletic teams, and PLC groups. Our challenges are in the area of Teaching and Assessing for Learning. PHS has to improve upon how our students are assessed and be able to present that complex assessment data in a simple, yet effective, way to our parents and community. Our demographic data has strengths in our community commitment, financial solvency, and positive climate. However, we struggle with our large socio-economic gaps, which also is demonstrated in our bottom 30% data, which is highly populated with student that are economically disadvantaged. Our state testing scores are above state averages, which is a strength, however we will continue to work on increasing the number of students that score in proficient ranges, and analyzing the state standardized testing data to understand the needs/strengths of our students.

### **28b. Summary**

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

Our demographic and testing data indicate that we have large socio-economic gaps, which are reflected in our standardized testing data. Our most challenged group academically is our economically disadvantaged student population. The challenges in perception data could also reflect on the relationships between stakeholders in our district, which can have an impact on student achievement.

### **28c. Summary**

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

Our School Improvement goals will directly connect with how we can improve instruction through professional development and what tiered services we can continue implementing for our students in need. The better skills our teachers have to engage students, and the more ways we can support our students, will allow them to be more successful in the future.

# **School Additional Requirements Diagnostic**

## **Introduction**

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

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Our district utilizes NWEA as well as the state required testing for this purpose.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	<a href="http://resources.petoskeyschools.org/slanec.tl.m/aer_cal/">http://resources.petoskeyschools.org/slanec.tl.m/aer_cal/</a>	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes	Career Cruising is utilized.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	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. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	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 comment field.	Yes	Lynn Slanec, Director of Teaching and Learning, Public School of Petoskey 1130 Howard Street Petoskey, MI 49770 231-348-2352	

**School Improvement Plan**

Petoskey High School

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	<p><a href="http://www.petoskeyschools.org/schools/district/administration/teaching-and-learning/parent-resources/">http://www.petoskeyschools.org/schools/district/administration/teaching-and-learning/parent-resources/</a></p> <p>7175 Parent(s)/Guardian(s) Involvement Policy (Cf. 7170) The Petoskey School District believes that the education of all children is a joint responsibility, one it shares with the parents of the school community. To ensure that the best interests of the child are served in this process, a strong program of communication between home and school must be maintained.</p> <p>Parent/Guardian Involvement Plans To encourage parent/guardian-school cooperation and ensure parent/guardian involvement</p>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No	<p>Student Handbook provides explanations of school, student, and parent expectations as well as our website resources. <a href="http://resources.petoskeyschools.org/resources/phs/student_handbook2016.pdf">http://resources.petoskeyschools.org/resources/phs/student_handbook2016.pdf</a></p>	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

# **Plan for School Improvement Plan 16-17**

## **Overview**

### **Plan Name**

Plan for School Improvement Plan 16-17

### **Plan Description**

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will become proficient readers	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$73600
2	All students will become proficient in science	Objectives: 1 Strategies: 3 Activities: 3	Academic	\$66240
3	All students will become proficient in mathematical computation and literacy	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$82800
4	All students will become proficient writers	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$33120
5	All students will become proficient in Social Studies	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$16560
6	All stakeholders will be active members of a positive school environment	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$10500

## Goal 1: All students will become proficient readers

### Measurable Objective 1:

77% of Eleventh grade students will demonstrate a proficiency on the State Standardized assessment in Reading by 04/12/2017 as measured by earning a proficient score on the state standardized assessment .

### Strategy 1:

Close and Critical Reading Strategies - All staff will provide opportunities for student practice of close and critical reading strategies learned through professional development to assist students with reading informational text. A representative from Oakland County came to present during professional development with the entire staff during the 2010-11 school year. Since then, all staff members have been utilizing these strategies as a direct intervention to improve reading levels among our students in all classes. We will continue to reteach and use our teacher leaders to present these strategies during PD time, and demonstrate new ways to incorporate those strategies in the classroom during the 15-16 school year. The students will encounter these strategies in all classes, and feel increasingly comfortable using these strategies with academic texts, to increase their reading skills for the future. Any materials needed can be found from our online resources, and PD materials already given to teachers, along with building developed resource as well from our Reading Apprentice trained teacher leaders. Reading Apprenticeship cohorts started in the district in 2011. PHS has continued to send teachers to each cohort and have formed a Reading Apprenticeship PLC to continue Literacy supports.

Category: Other - Literacy

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

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

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

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

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Tier: Tier 1

## School Improvement Plan

Petoskey High School

Activity - Professional Development/Retraining-Support in Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	09/05/2016	06/16/2017	\$46000	General Fund, Section 31a	PHS administration, Staff and Department chairs

### Strategy 2:

Reading Apprenticeship-RA - Key Administration and teacher leaders were trained during the 13-14 and 14-15 school year in Reading Apprenticeship, increasing our percentage of RA trained staff. The RA staff will then meet on a regular basis to discuss RA implementation, and design teacher led Professional development that can be done during department time, with the goal to utilize specific instructional interventions within their department for the year. This RA PLC will also present at building-wide professional development, to foster more implementation of the RA strategies throughout Petoskey High School. For the 15-16 School year, we will continue to have staff trained in the RA techniques through a new cohort to further our understanding of this initiative. For the 16-17 year we will increase staff membership in RA and expand Literacy routines/techniques across all disciplines.

Category: Other - Literacy

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

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

Greenleaf, CL (2011).

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

Tier: Tier 3

Activity - Teacher and Administrative training in RAISE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14 and 14-15 school year. As West Ed and our ISD work to provide PD opportunities for the 15-16 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	09/05/2016	06/16/2017	\$27600	Section 31a, Title II Part A	Teacher leaders and PHS administration.

## Goal 2: All students will become proficient in science

### Measurable Objective 1:

61% of Eleventh grade students will demonstrate a proficiency on the state standardized assessment in Science by 04/12/2017 as measured by earning a proficient score on the state standardized assessment.

### Strategy 1:

Infuse STEM based instruction into the science curriculum - The District for the 16-17 school year will be supported by a STEM coach to help educate our staff K-12 on how to infuse STEM strategies into the classroom. PD has begun with our Math and Science teachers in the 15-16 school year and will continue throughout the 16-17 school year.

Category: Science

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

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

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

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

Tier: Tier 1

Activity - STEM based instruction infusion	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
As teachers utilize our STEM coach, they will be infusing STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	09/05/2016	06/16/2017	\$22080	Section 31a, Title II Part A	Department head, Science teachers, STEM Coach

### Strategy 2:

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

Category: Other - Inquiry Based Learning

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

## School Improvement Plan

Petoskey High School

Science Teaching.

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

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

Tier: Tier 1

Activity - Professional Collaboration on Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create a common vocabulary through out the Science department in the HS.	Professional Learning	Tier 1	Implement	09/05/2016	06/16/2017	\$22080	Section 31a, Title II Part A	Administration, department head, and science teaching staff.

### Strategy 3:

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

Category: Science

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

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

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

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

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

Tier: Tier 1

Activity - Incorporate Science Literacy Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## School Improvement Plan

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Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/16/2017	\$22080	Title II Part A, Section 31a	Administration, department head, and science teaching staff
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### Goal 3: All students will become proficient in mathematical computation and literacy

#### Measurable Objective 1:

60% of Eleventh grade students will demonstrate a proficiency on the state standardized assessment in Mathematics by 04/12/2017 as measured by earning a proficient score on the state standardized assessment.

#### Strategy 1:

Curriculum Modification - The HS Math department for the 2016-17 school year will be implementing math supports through instruction and new online components that tie to SAT preparation. The District for the 15-16 school year hired a STEM coach to educate our staff K-12 on how to infuse STEM strategies into the classroom. For the 2016-17 school year Math teachers will begin to explore STEM connections and pilot lessons to support STEM strategies.

Category: Mathematics

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

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

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

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

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

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

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

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

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

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

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Tier: Tier 3

Activity - Math Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$27600	Section 31a, Title II Part A	Department Head, all math teaching staff
Activity - Instructional Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Some Math teachers have received Reading Apprentice training to support math instruction and piloted programs in the 2015-16 school year. These piloted programs will be shared with the math department and strategies/routines will be discussed as a department. Adaptions and innovations will be made per math classroom and subject to support student engagement and collaboration among math students. In support of best practices, Professional Development has, and will continue to focus around purposeful lessons planning that align with state standards through student engagement routines. These discussions are supported by the 5D+ evaluation tool adopted by Petoskey Schools in 2015.	Teacher Collaboration, Professional Learning	Tier 2	Implement	09/05/2016	06/16/2017	\$27600	Title II Part A, Section 31a	Department Head and all math teaching staff

### Strategy 2:

Early Intervention System - Counselors, math teachers, tutors, and special education teachers will work together to refine and implement a pyramid of intervention specific to the needs of failing math students.

Category: Mathematics

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

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

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

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

Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, S. K., & Flojo, J. (2008). Teaching mathematics to students with learning disabilities and other learning difficulties: A meta-analysis of the intervention research. Portsmouth, NH: RMC Research Corporation, Center on Instruction. National Center on Response to Intervention. (Various resources). Available at <http://www.rti4success.org>.

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

## School Improvement Plan

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Washington, DC, 2008.

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

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

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

Tier: Tier 1

Activity - Intervention Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Counselors, tutors, and math teachers will work together to identify students needing support at the end of progress reporting periods and work with math teachers to assign students to appropriate, identified interventions. All students receiving interventions will be monitored by counselors at progress reporting intervals and intervention adjustments made in response to student progress. Interventions such as the Academic Support Center, Math tutor, Informal classes, after school tutoring, Credit recovery, and Academic Resource Classes will be utilized for multi tiered support.	Academic Support Program	Tier 3	Monitor	09/05/2016	06/16/2017	\$27600	Section 31a, Title II Part A	Department head, all math teaching staff, tutors, and counselors

## Goal 4: All students will become proficient writers

### Measurable Objective 1:

74% of Eleventh grade students will demonstrate a proficiency on the State Standardized assessment in Writing by 04/12/2017 as measured by earning a proficient score on the state standardized assessment .

### Strategy 1:

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

Category: English/Language Arts

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

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

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

Cambridge, MA: Brookline.

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

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

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

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

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

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

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

Washington, D.C.: Author.

Smith, C. B. (2000). Writing instruction: Changing views over the years. ERIC Digest D155. Retrieved July

28, 2010, from [http://www.ed.gov/databases/ERIC\\_Digests/ed446337.html](http://www.ed.gov/databases/ERIC_Digests/ed446337.html)

Tier: Tier 1

Activity - Professional Development- Persuasive writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning			09/05/2016	06/16/2017	\$16560	Section 31a, Title II Part A	ELA teacher leaders, PHS administration, Literacy coach/consultants

### Strategy 2:

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

Category: Other - Writing/Literacy

Research Cited: Ferretti, R. P., MacArthur, C. A., & Dowdy, N. S. (2000). The effects of an elaborated goal on the

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persuasive writing of students with learning disabilities and their normally achieving peers. *Journal of Educational Psychology*, 92, 694-702.

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

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

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

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

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

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

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

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

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

Tier:

Activity - Writing Practice and feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$16560	Title II Part A, Section 31a	All PHS teaching staff and Administration

## Goal 5: All students will become proficient in Social Studies

## School Improvement Plan

Petoskey High School

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### Measurable Objective 1:

69% of Eleventh grade students will demonstrate a proficiency on the state standardized assessment in Social Studies by 04/12/2017 as measured by earning a proficient score on the state standardized assessment.

### Strategy 1:

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

Category: Social Studies

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

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

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

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

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

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

Greenleaf, CL (2011).

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

Tier: Tier 1

Activity - Teacher PD- Close and Critical Reading/RAISE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders (Social studies representative Reading Apprentice trained in the summer of 2013. 14, 15, and 16), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 16-17 school year for increased proficiency.	Professional Learning	Tier 2	Implement	09/05/2016	06/16/2017	\$16560	Section 31a, Title II Part A	PHS administration, Social Studies Department Head

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

### Measurable Objective 1:

demonstrate a behavior of embodying the Full Value Agreement by 06/09/2017 as measured by annual perception data.

### Strategy 1:

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

Category: School Culture

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

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

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

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

Tier: Tier 1

Activity - Orientation/freshmen mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Before school starts, we have an opportunity for orientation, where we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/31/2016	06/09/2017	\$2000	Other	District and Building administration, staff volunteers, Camp Daggett staff
Activity - R5 Assembly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
R5 productions will do a full school assembly, as well as smaller student group work, to directly address student diversity, social media misuse, and socio-economic gaps among the student body. The FVA will also be integrated into this assembly as the support system for behavior expectations.	Other - Assembly	Tier 1	Implement	09/27/2016	09/27/2016	\$3500	Other	Title VII coordinator, building administration

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### Measurable Objective 2:

collaborate to begin a Behavioral Health Program in partnership with Alcona Health Center by 06/09/2017 as measured by student and family participation rates.

### Strategy 1:

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

Category: Other - Mental Health and Wellness

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

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

Tier: Tier 3

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and other instructional staff will need to be educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$5000	Other	District and Building administration, Behavioral Health professional, Teachers, Aides

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Writing Practice and feedback	Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$13605	All PHS teaching staff and Administration
Professional Collaboration on Inquiry-based Instruction	All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create a common vocabulary throughout the Science department in the HS.	Professional Learning	Tier 1	Implement	09/05/2016	06/16/2017	\$18140	Administration, department head, and science teaching staff.
Professional Development- Persuasive writing	English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning			09/05/2016	06/16/2017	\$13605	ELA teacher leaders, PHS Administration, Literacy coach/consultants

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Math Supports	Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$22675	Department Head, all math teaching staff
Professional Development/Retraining -Support in Close and Critical Reading	Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	09/05/2016	06/16/2017	\$20000	PHS administration, Staff and Department chairs
Intervention Processes	Counselors, tutors, and math teachers will work together to identify students needing support at the end of progress reporting periods and work with math teachers to assign students to appropriate, identified interventions. All students receiving interventions will be monitored by counselors at progress reporting intervals and intervention adjustments made in response to student progress. Interventions such as the Academic Support Center, Math tutor, Informal classes, after school tutoring, Credit recovery, and Academic Resource Classes will be utilized for multi tiered support.	Academic Support Program	Tier 3	Monitor	09/05/2016	06/16/2017	\$22675	Department head, all math teaching staff, tutors, and counselors
Incorporate Science Literacy Skills	Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/16/2017	\$18140	Administration, department head, and science teaching staff

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Instructional Practices	Some Math teachers have received Reading Apprentice training to support math instruction and piloted programs in the 2015-16 school year. These piloted programs will be shared with the math department and strategies/routines will be discussed as a department. Adaptions and innovations will be made per math classroom and subject to support student engagement and collaboration among math students. In support of best practices, Professional Development has, and will continue to focus around purposeful lessons planning that align with state standards through student engagement routines. These discussions are supported by the 5D+ evaluation tool adopted by Petoskey Schools in 2015.	Teacher Collaboration, Professional Learning	Tier 2	Implement	09/05/2016	06/16/2017	\$22675	Department Head and all math teaching staff
STEM based instruction infusion	As teachers utilize our STEM coach, they will be infusing STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	09/05/2016	06/16/2017	\$18140	Department head, Science teachers, STEM Coach
Teacher PD- Close and Critical Reading/RAISE	Teacher leaders (Social studies representative Reading Apprentice trained in the summer of 2013, 14, 15, and 16), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 16-17 school year for increased proficiency.	Professional Learning	Tier 2	Implement	09/05/2016	06/16/2017	\$13605	PHS administration, Social Studies Department Head
Teacher and Administrative training in RAISE	Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14 and 14-15 school year. As West Ed and our ISD work to provide PD opportunities for the 15-16 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	09/05/2016	06/16/2017	\$22675	Teacher leaders and PHS administration.

### Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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## School Improvement Plan

Petoskey High School

Teacher PD- Close and Critical Reading/RAISE	Teacher leaders (Social studies representative Reading Apprentice trained in the summer of 2013. 14, 15, and 16), will work with Department to implement literacy strategies into the Social Studies curriculum for students. This will take place during Department meetings and Professional Development Days, so that the teachers can have professional discussion of how best to serve their students in this capacity. The interventions and lessons will be implemented with students throughout the 16-17 school year for increased proficiency.	Professional Learning	Tier 2	Implement	09/05/2016	06/16/2017	\$2955	PHS administration, Social Studies Department Head
Instructional Practices	Some Math teachers have received Reading Apprentice training to support math instruction and piloted programs in the 2015-16 school year. These piloted programs will be shared with the math department and strategies/routines will be discussed as a department. Adaptions and innovations will be made per math classroom and subject to support student engagement and collaboration among math students. In support of best practices, Professional Development has, and will continue to focus around purposeful lessons planning that align with state standards through student engagement routines. These discussions are supported by the 5D+ evaluation tool adopted by Petoskey Schools in 2015.	Teacher Collaboration, Professional Learning	Tier 2	Implement	09/05/2016	06/16/2017	\$4925	Department Head and all math teaching staff
Incorporate Science Literacy Skills	Teachers will provide quality, topical reading and writing experiences through the use of argumentative writing, shared prompts, SAT prep activities, and Reading Apprenticeship strategies.	Direct Instruction	Tier 1	Monitor	09/05/2016	06/16/2017	\$3940	Administration, department head, and science teaching staff
Intervention Processes	Counselors, tutors, and math teachers will work together to identify students needing support at the end of progress reporting periods and work with math teachers to assign students to appropriate, identified interventions. All students receiving interventions will be monitored by counselors at progress reporting intervals and intervention adjustments made in response to student progress. Interventions such as the Academic Support Center, Math tutor, Informal classes, after school tutoring, Credit recovery, and Academic Resource Classes will be utilized for multi tiered support.	Academic Support Program	Tier 3	Monitor	09/05/2016	06/16/2017	\$4925	Department head, all math teaching staff, tutors, and counselors

## School Improvement Plan

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Professional Collaboration on Inquiry-based Instruction	All science teachers received professional development on inquiry in 2012-13. Teachers will continue to work together to increasingly incorporate more science inquiry into instruction in all science curricula. PLC time will be used to discuss and plan the implementation of inquiry-based strategies. Some staff members have received Modeling PD and Reading Apprenticeship which will further support the Inquiry Based Learning model and begin to create an common vocabulary through out the Science department in the HS.	Professional Learning	Tier 1	Implement	09/05/2016	06/16/2017	\$3940	Administration, department head, and science teaching staff.
STEM based instruction infusion	As teachers utilize our STEM coach, they will be infusing STEM based instruction in to their classrooms.	Curriculum Development	Tier 1	Implement	09/05/2016	06/16/2017	\$3940	Department head, Science teachers, STEM Coach
Teacher and Administrative training in RAISE	Staff attended training in RAISE (reading apprenticeship) through the Char-Em ISD, in the summer and throughout the 13-14 and 14-15 school year. As West Ed and our ISD work to provide PD opportunities for the 15-16 school year, we will continue to send staff for training.	Professional Learning	Tier 3	Implement	09/05/2016	06/16/2017	\$4925	Teacher leaders and PHS administration.
Writing Practice and feedback	Students will be given multiple opportunities to reflect on, score, and revise sample persuasive essays in all courses. Staff will provide students with planned practice writings over the course of the year in each of their courses. Students will receive effective feedback, as defined in standardized rubrics, on their writing to guide revisions and/or facilitate improvement.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$2955	All PHS teaching staff and Administration
Math Supports	Math Teachers will use Kahn academy to support skill/knowledge building in all areas of math that are essential for success on the SAT. These transferable skills will also be supported through piloted STEM programs and CTE courses offered in the HS.	Direct Instruction	Tier 1	Implement	09/05/2016	06/16/2017	\$4925	Department Head, all math teaching staff

## School Improvement Plan

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Professional Development- Persuasive writing	English Language Arts (ELA) teachers and/or literacy coach/consultants will provide instruction to all staff on how to develop authentic writing prompts. Staff will create two prompts aligned with content area expectations to be used during the school year. One prompt will focus on SAT-style writing while the other may be of an alternate persuasive writing style (i.e. letter to editor, consumer report, etc.) provided it is authentic to the discipline and has an authentic audience to address weaknesses in the area of "writing for purpose and audience" (W1.3).	Professional Learning			09/05/2016	06/16/2017	\$2955	ELA teacher leaders, PHS administration, Literacy coach/consultants
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### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development/Retraining -Support in Close and Critical Reading	Teacher leaders and administration will plan and implement continued professional development on Close and Critical reading strategies for staff, utilizing online and building designed resources. This Professional Development will take place during staff meetings and our PD days throughout the year, designed to allow teacher to share their applicable strategies used in their classes for all to implement. More of our teaching staff have been trained in Reading Apprenticeship talk to the text strategies, and are implementing these strategies in their SMART goals for school improvement.	Professional Learning	Tier 1	Monitor	09/05/2016	06/16/2017	\$26000	PHS administration, Staff and Department chairs

### Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Teachers and other instructional staff will need to be educated on the purpose of the program and the referral process. Mental Health of all school staff and all students will also be targeted through various activities and trainings that will occur during PD days.	Professional Learning	Tier 1	Getting Ready	09/01/2016	06/09/2017	\$5000	District and Building administration, Behavioral Health professional, Teachers, Aides

## School Improvement Plan

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R5 Assembly	R5 productions will do a full school assembly, as well as smaller student group work, to directly address student diversity, social media misuse, and socio-economic gaps among the student body. The FVA will also be integrated into this assembly as the support system for behavior expectations.	Other - Assembly	Tier 1	Implement	09/27/2016	09/27/2016	\$3500	Title VII coordinator, building administration
Orientation/freshmen mentoring	Before school starts, we have an opportunity for orientation, where we talk about the FVA at all class meetings. During those meetings, we extend the FVA specifically regarding bullying situations, and front load expectations regarding behavior. Also, the incoming freshmen have an expanded orientation, with Camp Daggett staff, learning about the FVA, and running through positive climate activities with their upperclassmen mentors. Parents are also welcomed to attend, and turnout, especially in the freshmen class, has been high. The mentoring activities and support continue through out the year	Behavioral Support Program	Tier 1	Monitor	08/31/2016	06/09/2017	\$2000	District and Building administration, staff volunteers, Camp Daggett staff