



School Improvement Plan

Petoskey Montessori Elem. School

Public Schools of Petoskey

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PETOSKEY, MI 49770-9601

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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 Montessori is a small school with all students being taught using the Montessori method. A challenge every year has been to stay true to the Montessori method while making sure our students do well on all state and district required testing.

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.

Petoskey Montessori's purpose is to educate every child to their full potential. Using the Montessori method the students learn to develop critical thinking skills, grow in their independence levels, and to work hard to achieve their goals.

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.

Our school has made gains on our MEAP scores and all district testing. Our school received highest rank on the Michigan Department of Education Scorecard this year. We will strive to keep the highest ranking over the years to come. We continually strive to improve on blending traditional curriculum with Montessori curriculum.

Additional Information

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

Our students do very well even though they are taught with the Montessori curriculum. Our teacher and staff do a great job of making sure our students are getting the knowledge they need to be successful.

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.

Although Montessori Elementary School has its own school improvement team and follows a similar format (i.e., Building- Level Teaching and Learning Committees or B-TLCs), the primary decision-making body for the district is the District Teaching and Learning Committee (D-TLC). This committee has a chairperson and is comprised of lower, middle, and upper grade-level teachers, all building Principals, representatives from each B-TLC, the Superintendent, a Board of Education member, the ISD literacy coach, the Teaching & Learning Director, the Director of Technology, counselors, the Special Education Coordinator, paraprofessionals, parents, and community members. (When appropriate, the D-TLC also includes student government liaisons.)

The D-TLC's leadership role begins by studying district data. Student achievement data is pulled from a variety of sources (e.g., MEAP, MME, NWEA, DIBLES, MLPP/DRA, District Writing Prompts, etc.) and is reviewed longitudinally and in a triangulated manner by district level, grade level, and subgroups. Likewise, there is a compilation and analysis of data that includes demographics, stakeholder perceptions, and parental/community involvement. Each B-TLC follows a similar format. However, the B-TLCs are much more focused on the data from their personal building.

After gaining a perspective of the district or building from the present and previous years, the TLCs determine specific needs, goals, and strategies that are appropriate to address the achievement strengths/gaps and perceptual concerns of the students, staff, and community. There is also an emphasis to re-evaluate the District Assessment Plan on an annual basis to obtain the most necessary, real-time information, including common assessment plans.

The comprehensive needs assessment is an ongoing process throughout the school year. Therefore, the D-TLC meets approximately seven times a year with a month between each meeting date, beginning in September and ending in May. During these meetings, the D-TLC continues to review student achievement data, B-TLC progress, MDE's School Improvement Process, perception data, programming (e.g., Title I, enrichment), processes (e.g., the intervention model- Rtl, professional learning communities- PLCs, etc.), curriculum, and materials, such as textbooks and other resources. B-TLCs also meet from three to six times a year and follow a similar process.

The D-TLC body is a decision-making and monitoring unit that formally reviews &/or approves district goals, assessment plans/tools, PLC work during professional development, and communication plans/instruments so that relevant information flows to and from the D-TLC, B-TLCs, building personnel, parents, and the Board of Education.

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

The Teaching and Learning Committee is made up of teachers and administrators as well as the district curriculum director. They are responsible to make sure administrators are following through with curriculum decisions. After gaining a perspective of the district or

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building from the present and previous years, the TLCs determine specific needs, goals, and strategies that are appropriate to address the achievement strengths/gaps and perceptual concerns of the students, staff, and community. There is also an emphasis to re-evaluate the District Assessment Plan on an annual basis to obtain the most necessary, real-time information, including common assessment plans.

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

In each school building and within the district there are multiple face-to-face and written formats for conversations and two-way communication to occur with the teaching staff. The information can also be found on the district website under Teaching and Learning.

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?

Our enrollment has remained the same.

Student Demographic Data

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

Our students continue to have good 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?

We have not had any discipline issues.

Student Demographic Data

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

N/A

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?

We have had the same staff for a number of years. This has allowed us to grow and have a very strong commitment to the school and it's students. We also have a strong commitment to seeing our students achievement improve and the experience to help with that.

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?

The years of experience and learning has a positive impact on our students achievement.

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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?

Our staff very rarely misses any days so it doesn't impact the students.

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?

It doesn't as we have very few absences.

Teacher/School Leader(s) Demographic Data

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

N/A

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?

The improving test scores, the longevity of the staff, parent involvement and education, and continued PD days.

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?

Increasing parental involvement when so many families have two working parents.

12. How might these challenges impact student achievement?

The students who have involved parents seem to have more of a desire to do well.

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.

To find a way for these parents to become more invested in their child's education.

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 make sure they are aware of the programs, that parents are aware and we also transport some of our students with disabilities to the appropriate intervention programs.

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

All grades have extended learning opportunities with reading clubs, math and science clubs available.

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

These programs are offered to all of our students and parents are notified by e-mail and newsletters. At times a phone call home will be
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made.

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?

We have aligned our Montessori curriculum with the state standards, our students take all of the standardized tests.

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.

N/A

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

Our students do well on literacy tests. There is reading time in the classroom, the teacher also reads to the students each day.

19b. Reading- Challenges

We do not receive Title I services.

19c. Reading- Trends

Our students continue to do well.

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.

We have an aide in the classroom who goes to the Title I trainings and works with the students who may struggle.

20a. Writing- Strengths

Our students show improvement in writing skills. We have creative writing in the classroom on a daily basis.

20b. Writing- Challenges

Writing can be challenging for students , they sometimes struggle to out their thoughts on paper.

20c. Writing- Trends

Writing is improving in our students.

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.

We are addressing this challenge by having the students write about what the teacher read that day and have added daily creative writing time.

21a. Math- Strengths

Continuous improvement in our math scores.

21b. Math- Challenges

We do not receive Title services for students who need them.

21c. Math- Trends

Continuous improvement.

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 beauty of a Montessori classroom is that students can take a bit longer to understand a concept. It also shows the students in a visual manner for better understanding. The classroom assistant attends Title training.

22a. Science- Strengths

Our kids do extremely well in science, typically 100% or close to it.

22b. Science- Challenges

At this time we do not have any science challenges.

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22c. Science- Trends

Our students continue to do well.

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.

N/A

23a. Social Studies- Strengths

Our students show continuous improvement.

23b. Social Studies- Challenges

N/A

23c. Social Studies- Trends

Continuing to do well.

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.

N/A

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 students enjoy being able to choose, with the teachers guidance, which subject matter they would like to work on most days.

24b. Student Perception Data

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

That there isn't more Physical. Ed time.

24c. Student Perception Data

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

We have increased the Physical Ed time.

25a. Parent/Guardian Perception Data

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

The parents like the educational method used while still meeting state standards. Parents like the hands on method and seeing how their children learn and the independence they develop by being allowed choices within reason.

25b. Parent/Guardian Perception Data

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

There is no homework in a Montessori classroom so parents at times feel they don't know what their child us doing.

25c. Parent/Guardian Perception Data

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

The students now take home a weekly sheet that let's the parents know what the students have been working on in the classroom. There are also letters from the teachers in the newsletter that talk about what is going on in the classroom.

26a. Teacher/Staff Perception Data

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

Parent volunteer time, the level of communication amongst staff, the PD offered.

26b. Teacher/Staff Perception Data

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

Lack of Title services.

26c. Teacher/Staff Perception Data

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

There is nothing we can do other than what we are doing, sending the classroom assistant to all of the Title trainings.

27a. Stakeholder/Community Perception Data

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

The staffs commitment to the students, the success of the students.

27b. Stakeholder/Community Perception Data

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

No Title services.

27c. Stakeholder/Community Perception Data

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

Continue to send the classroom assistant to Title trainings as they are offered.

Summary

28a. Summary

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

The strengths are that our students show consistent improvement, the staff and stakeholders are pleased with the results of our school improvement thus far. Most of the challenges we have addressed and made improvements, we continue to strive to do better.

28b. Summary

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

As we have already made many improvements once identifying the challenges and continue to address these areas I don't think it will hinder 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?

These issues will be included in the school improvement plan and we are continually working on them. They will be discussed and we will hear suggestions, research, and determine the best way to work on these challenges.

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		

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		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We do not have an eighth grade class	

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		

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Label	Assurance	Response	Comment	Attachment
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		

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	No		

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

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Overview

Plan Name

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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	Increase math proficiency	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500
2	85% of All Students will become proficient readers	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1500
3	Writing Proficiency for all students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$1000
4	Science Proficiency for all students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$200
5	Social St. Proficiency for All Students	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$700

Goal 1: Increase math proficiency

Measurable Objective 1:

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

Strategy 1:

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

Category:

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

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

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

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

Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>Professional Development: Professional development for 2013-2016 will be targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master core mathematic standards. At the district level, professional development in math will primarily be in the areas of technology uses for improved teaching and learning, the development and implementation of Common Core State Standards and MAISA Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>			<p>09/04/2013</p>	<p>06/03/2016</p>	<p>\$500</p>	<p>Title II Part A</p>	<p>Teachers, Administrators, Curriculum Director</p>
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Activity - Math Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff Uses MAISA Mathematics Units (including assessments). MAISA Math Units Include: Knd- Sept & Oct "Exploring Attributes & Shape Part 1"; Dec & Jan "Data & Data Representation"; May & June "Exploring Attributes & Shapes Part 2"; 1st- Nov & Dec "Measurement: Length & Time"; Apr & May "Geometric Shapes, Patterns, & Attributes"; 2nd- Nov & Dec "Geometric Shapes (2D & 3D)"; Apr & May "Addition & Subtraction within 1000"; 3rd- Nov & Dec "Measurement: Perimeter & Area"; Jan & Feb "Understand, Represent, & Compare Fractions"; 4th- Oct & Nov "Attributes & Angles of 2D Figures"; April & May "Using Perimeter & Area"; 5th- Nov & Dec "Extending Multiplication & Division with Whole Numbers to Decimal"; Apr & May "Extending Measurement to Volume";</p>	<p>Direct Instruction</p>			<p>09/04/2013</p>	<p>06/03/2016</p>	<p>\$1000</p>	<p>General Fund</p>	<p>Teachers, Administrators, Curriculum Director</p>

Goal 2: 85% of All Students will become proficient readers

Measurable Objective 1:

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

Strategy 1:

Specialized instruction - CCSS & MAISA Units:

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

Category:

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

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

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

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

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

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

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

Tier:

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development: Professional development for 2013-2016 will be targeted in ten primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. At the district level, professional development in reading will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, premeditation, acceleration, social media tools, strategies to improve reading instruction, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Reading Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on close and critical reading, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent phonics protocols, summarization/retell, inferring for deeper meaning, compare/contrast, literacy across the curriculum (e.g., Reading Apprenticeship), district-wide TLC book studies of Pathway to Common Core by Lucy Calkins, and increasing student engagement to create high levels of persistence and stamina when reading and comprehending textual and other media-driven materials (both narrative & informative). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning			09/04/2013	06/03/2016	\$500	Title II Part A	Teachers, Curriculum Director, Building Administrators

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

Goal 3: Writing Proficiency for all students

Measurable Objective 1:

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

Strategy 1:

Writing Units - CCSS & MAISA Writing Units

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

Category:

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

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

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

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

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

Tier:

Activity - Mentor Text to Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Mentor Texts & Text-to-Text Comparisons All students will use mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose/style, characterization, themes, setting, and plot. Same or similar (level-appropriate) mentor texts will be used with students during Tier II paraprofessional intervention times to review or support core instruction."</p>	Direct Instruction			09/04/2013	06/03/2016	\$500	General Fund	Teachers, Administrators, Curriculum Director
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional Development: Professional development for 2013-2016 will be targeted in six primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Writing Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on the writing process in content areas, use of formative assessments (e.g., quick checks for understanding), descriptive feedback to better guide instruction and improve learning, literacy across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.), and increasing student engagement to create high levels of persistence and stamina (when writing informational, argumentative, research, and narrative pieces). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning			09/04/2013	06/03/2016	\$500	Title II Part A	Curriculum Director, Teachers, Building Administrators

Goal 4: Science Proficiency for all students

Measurable Objective 1:

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

Strategy 1:

Next Generation - Next Generation Science Standards (NGSS)

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

Category:

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

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

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

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

5--Cochran, K. (1997, January). Pedagogical content knowledge: Teacher's integration of subject matter, pedagogy, students, and learning environments. National Association for Research in Science Teaching.

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

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

Tier:

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

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Science Vocabulary Development Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "	Professional Learning			09/04/2013	06/03/2016	\$200	Title II Part A	Teachers, Administrators, and Curriculum Director
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Goal 5: Social St. Proficiency for All Students

Measurable Objective 1:

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

Strategy 1:

Framework for Social Studies - College, Career, & Civic Life Framework for Social Studies State Standards (C3):

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

Category:

Research Cited: "1-- Heller, R., & Greenleaf, C. (2007). Literacy instruction in the content areas: Getting to the core of middle and high school improvement. Washington, DC: Alliance for Excellent Education.

2-- Kuh, G. (2001). Assessing what really matters to students learning. Inside the National survey of student engagement. The Magazine of Higher Learning. 33, 10-17.

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

4--Dellario, T. E. (1987). The effects of computer-assisted instruction in basic skills courses on high-risk ninth-grade students. Dissertation Abstracts International,

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48(04A), 0892.

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

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

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

Tier:

Activity - Vocabulary Building	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Vocabulary Building: Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically). They will promote K-12th social studies vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "	Direct Instruction			09/04/2013	06/03/2016	\$500	General Fund	Teachers, Administrators, Curriculum Director

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

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<p>Professional Development: Professional development for 2013-2016 will be targeted in several primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies State Standards (C3). At the district level, professional development in social studies will primarily be in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), K-12th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	Professional Learning			09/04/2013	06/03/2016	\$200	Title II Part A	Teachers, Administrators, Curriculum Director
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Science Vocabulary Development	Science Vocabulary Development Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "	Professional Learning			09/04/2013	06/03/2016	\$200	Teachers, Administrators, and Curriculum Director

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<p>Professional Development</p>	<p>Professional Development: Professional development for 2013-2016 will be targeted in several primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies State Standards (C3). At the district level, professional development in social studies will primarily be in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), K-12th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>			<p>09/04/2013</p>	<p>06/03/2016</p>	<p>\$200</p>	<p>Teachers, Administrators, Curriculum Director</p>
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<p>Professional Development</p>	<p>Professional Development: Professional development for 2013-2016 will be targeted in ten primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. At the district level, professional development in reading will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, premeditation, acceleration, social media tools, strategies to improve reading instruction, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Reading Units, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on close and critical reading, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent phonics protocols, summarization/retell, inferring for deeper meaning, compare/contrast, literacy across the curriculum (e.g., Reading Apprenticeship), district-wide TLC book studies of Pathway to Common Core by Lucy Calkins, and increasing student engagement to create high levels of persistence and stamina when reading and comprehending textual and other media-driven materials (both narrative & informative). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>			<p>09/04/2013</p>	<p>06/03/2016</p>	<p>\$500</p>	<p>Teachers, Curriculum Director, Building Administrators</p>
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<p>Professional Development</p>	<p>Professional Development: Professional development for 2013-2016 will be targeted in six primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. At the district level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Common Core State Standards and Common Core MAISA Writing Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on the writing process in content areas, use of formative assessments (e.g., quick checks for understanding), descriptive feedback to better guide instruction and improve learning, literacy across the curriculum (e.g., Reading Apprenticeship, Writing Tracker, etc.), and increasing student engagement to create high levels of persistence and stamina (when writing informational, argumentative, research, and narrative pieces). These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."</p>	<p>Professional Learning</p>			<p>09/04/2013</p>	<p>06/03/2016</p>	<p>\$500</p>	<p>Curriculum Director, Teachers, Building Administrators</p>
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Professional Development	Professional Development: Professional development for 2013-2016 will be targeted in some primary areas so that K-12th teachers/paraprofessionals/administrators/Professional Learning Communities (PLCs) can best prepare all students to master core mathematic standards. At the district level, professional development in math will primarily be in the areas of technology uses for improved teaching and learning, the development and implementation of Common Core State Standards and MAISA Units, ""shifts"" in current GLCE/HSCE topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day."	Professional Learning			09/04/2013	06/03/2016	\$500	Teachers, Administrators, Curriculum Director
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Text to Text	Text-to-Text Comparisons All students will explore increasing numbers of text-to-text comparisons of main ideas, themes, vocabulary, authors' style, characters, plot, setting and genre in narrative and informational texts (including the use of different media as well as printed text). "	Direct Instruction			09/04/2013	06/03/2016	\$1000	Teachers and administrators

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Math Units	<p>Staff Uses MAISA Mathematics Units (including assessments). MAISA Math Units Include: Knd- Sept & Oct "Exploring Attributes & Shape Part 1"; Dec & Jan "Data & Data Representation"; May & June "Exploring Attributes & Shapes Part 2"; 1st- Nov & Dec "Measurement: Length & Time"; Apr & May "Geometric Shapes, Patterns, & Attributes"; 2nd- Nov & Dec "Geometric Shapes (2D & 3D)"; Apr & May "Addition & Subtraction within 1000"; 3rd- Nov & Dec "Measurement: Perimeter & Area"; Jan & Feb "Understand, Represent, & Compare Fractions"; 4th- Oct & Nov "Attributes & Angles of 2D Figures"; April & May "Using Perimeter & Area"; 5th- Nov & Dec "Extending Multiplication & Division with Whole Numbers to Decimal"; Apr & May "Extending Measurement to Volume";</p>	Direct Instruction			09/04/2013	06/03/2016	\$1000	Teachers, Administrators, Curriculum Director
Vocabulary Building	<p>Vocabulary Building: Teachers in K-12th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically). They will promote K-12th social studies vocabulary development through: preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world applications. "</p>	Direct Instruction			09/04/2013	06/03/2016	\$500	Teachers, Administrators, Curriculum Director
Mentor Text to Text	<p>Mentor Texts & Text-to-Text Comparisons All students will use mentor texts and text-to-text comparisons (including other media) to build a greater understanding of author's purpose/style, characterization, themes, setting, and plot. Same or similar (level-appropriate) mentor texts will be used with students during Tier II paraprofessional intervention times to review or support core instruction."</p>	Direct Instruction			09/04/2013	06/03/2016	\$500	Teachers, Administrators, Curriculum Director