



School Improvement Plan

Petoskey Middle School

Public Schools of Petoskey

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Introduction

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

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 Middle School contains grades 6, 7 and 8 located in Petoskey, Michigan. Petoskey is the largest community in the Char-Em ISD, and the largest school district in population. Middle School student population has fluctuated between 660 and 740 during the past several years. Staffing has remained constant with little or no turnover during these years, other than a few retirements. As with many communities in northern Michigan during the past several years economic conditions have produced fluctuations as the job market has contracted and expanded.

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.

Our vision statement is that 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 at the Middle School is to "Learn and Grow Together" by advancing the education and skills of all students in an equitable manner through the participation and involvement of students, staff, and community. We have an improvement-minded learning environment and is sustained through an ongoing focus on the needs of individuals. Our "good to great" plan uses data, research, professional development, multiple communication mechanisms, and collaboration teams as intertwined components. Our mission is to "Learn and grow together." This encompasses optimal student growth, which is accomplished through aligned curriculum, common course pacing, balanced assessment plans, appropriate interventions, exceptional instruction, parental/community involvement, and a single-minded concern for the "whole" student. It is our firm belief that ALL of our students can and do learn through the many opportunities afforded them and the united dedication of our staff and families.

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.

Despite difficult economic times we have maintained our high academic standards, wide range of elective offerings, and enrichment and remediation programming. Additionally, over 25% of our 8th grade students are enrolled in high school credit courses.

We will continue to strive to improve the academic base of our lowest performing students, while maintaining the high expectations for every student. Additionally, the achievement gap of the top 30% and bottom 30% has decreased, resulting in PMS being recently removed from "Focus School" status.

Over the past year, district and building administration has worked together to revamp the school improvement process, with the goal of increasing student achievement through more targeted alterations, interventions, and updates to 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 goal is continuous improvement for all students in all subject areas. School and district staff are committed to continually moving from good to great.

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.

Our school improvement team is called the Building Teaching and Learning Council (BTLC). It is made up of teachers, paraprofessionals, principal(s), parents/guardians (including 31/A parents), etc. This improvement team devise group norms, define and fill roles necessary to meet their goals, analyze data, review current research relevant to their goals, set or revise a direction for the upcoming school year, and take leadership roles in all stages of improvement to increase student, staff, and parent/guardian growth. BTLC's agreed upon objective is "Building Pride (through continuous improvement that fosters the Full Value Agreement, provides consistency, and works to educate the whole child.)" Meeting dates (primarily after school at a convenient time) and agendas are set for the year in building calendar, minutes are recorded, and information is disseminated through many types of communication (i.e., verbal, electronic, written, etc.). The BTLC is comprised of representatives from 6th, 7th, and 8th core subject teachers, exploratory staff, building administrators, parents, and community members. These representatives are decided upon by all teachers at the beginning of the school year. Meetings are set on similar dates and times each school year and posted on the building website and staff handbook prior to the first day of school. All regular members have a vote, and meetings are open. All interested stakeholders are invited and encouraged to attend and have an equal voice during discussions.

The BTLC forms a conduit to and from the district school improvement team, called the District Teaching and Learning Council (DTLC). The DTLC follows a similar format as described above for the BTLCs, except the role of each member takes on a wider lens. The DTLC is a decision-making and monitoring unit that acts on: data-driven district goals, district assessment plans/tools, K-12th PLC targets, professional development, materials and curriculum, textbook adoption, stakeholder surveys, and communication plans/instruments so that relevant information flows to and from the DTLC to district building staff, parents/guardians, the Board of Education, and the community. The DTLC, along with district and building administration, also provides direction to content area taskforces. These taskforces are comprised of teachers who special in particular content areas, and main goal has been to ensure curriculum alignment, both vertically and horizontally.

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

The building school improvement team, called the Building Teaching and Learning Council (BTLC) is comprised of 6th, 7th, and 8th grade core teachers, special education, elective staff, all building administrators, paraprofessionals, parents/guardians, and community members, and is open to the public. The BTLC initiates a leadership role (through each member's voice) by studying building data. Student achievement data are mined from a variety of sources (e.g., M-STEP, NWEA, building/district Writing Prompts, Illuminate, common assessments, etc.) and is reviewed longitudinally and in a triangulated manner by grade and associated subgroups. Likewise, there is a compilation and analysis of data that includes demographics, stakeholder perception surveys (including student, staff, and parent), and parental/community involvement. After gaining a perspective of the building from the present and previous years, the group determines specific needs, goals, and strategies that are appropriate to address the achievement gaps and perceptual concerns of the students, staff, and community. The building assessment plan is reviewed annually to obtain the most necessary, real-time information, including grade level/department common assessment plans. The comprehensive needs assessment is an ongoing process throughout the school year.

Therefore, this group meets monthly, beginning in September and ending in May. During these meetings, the BTLC's progress and focus,

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Petoskey Middle School

professional learning communities- PLCs, etc.), and resources/materials, such as textbooks and other resources. The BTLC body is a decision-making and monitoring unit within the building and is part of the information conduit to and from the district, parents/guardians, Board of Education, and community. Feedback from parents is also attained during quarterly meetings called the Middle School and Parent Alliance (MSPA). This is a time to allow for face-to-face communication between the school personnel and parents.

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 building improvement plans are available on the district and building websites. This is communicated to all staff by printing the goals in the staff handbook. It is also kept in hard copy at the district and building levels. (Anyone may request a hard copy at any building as well.) Ongoing student data is reported through local news local media, at building/district meetings, and during presentations at Board meetings and other community forums. Primary elements of the improvement plan and annual updates are also included in our District Calendar Report. Hard-copies of the calendars are given to each family and staff member of the Public Schools of Petoskey and it is also available to the public on the district website. This district calendar includes: student achievement test data & proficiency percentages (SAT/MME/M-STEP) by school/grade level/proficiency level, annual state report card status, percent of students tested on SAT/M-STEP/MME, Board and administrator contact information, parent involvement information, retention/dropout/attendance rates, specialized programs, improvement progress by goal area for each building (K-12th) and the district, advanced placement/dual enrollment/career tech data, merit scholars, school ranking in Michigan, highly qualified teacher status and degree levels, and the district's financial picture.

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?

During the past three years our student population has fluctuated less than 10-15 students up or down. However it has not been even through the grades. One graduating class may be large, while others are small. While trying to maintain a "middle school" concept rather than a "junior high" concept, this has made scheduling difficult.

Student Demographic Data

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

Behaviors preventing student attendance are primarily parent, as opposed to student-centered (transportation, neglect, organizational, etc.). Petoskey Middle School consistently maintains over 95% daily attendance rates.

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?

Discipline referrals have remained consistent over time. Results gathered from our SID;'s reporting show that the severity of offenses has not increased, nor is there evidence of any proliferation of sub-groups involved in the referrals.

Student Demographic Data

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

Working with our intermediate school district to secure increased access to social worker assistance for current families and identifying grant and partnership opportunities with local human service providers, in addition to those already established, will help us build a network of resources to assist at-risk families of Petoskey Middle School children. We will also be working toward providing increased support for children with emotional/behavior needs, including positive behavior support strategies in and out of the classroom. For the 2016-17 school year, a Behavioral Health Professional will be available in the school. Grant funding, as well as a partnership with our local Health Department and Federally Qualified Health Center, has made the funding of this position possible. Systematic ISD, district, and school-based processes are in place to support students whose attendance impacts success. Such systems are prevention-centered with several opportunities provided for family support and partnership offered prior to truancy officer mediation or court involvement. Clear parameters for attendance expectations, in accordance with Michigan compulsory school attendance law, are communicated in school handbooks and reinforced in newsletters and parent communication. Parents receive written reports of attendance on quarterly report cards and additional communication (phone calls, written letters, intervention meetings, etc.) at defined incremental steps should missed days exceed acceptable SY 2016-2017

attendance parameters.

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?

Petoskey Middle School has a teaching staff possessing many years of experience. Administration, although relatively new to the building, does have extensive experience in education and as well as experience in the district. Teaching staff has remained relatively stable over the years with few retirees. PMS has an ideal mix of veteran and new teachers that provides a blend of continuity and new ideas.

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?

Over 50 % of the teaching staff have been teaching for more than 15 years, with only 2 teachers having less than 5 years of experience. This level of experience greatly assists the building in providing the instructional skills necessary to foster high levels of student achievement.

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?

Absences of school leaders were primarily due to professional training requirements (5D+ evaluation training, STEM conferences) or local/district administrative conferences. Less than 5 days were due to illness related necessities. With the experienced teaching staff, these absences had little impact on student achievement. Starting in the 2016-17 school year, a teacher leader will be put in charge of the building in the event both administrators are absent.

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?

Teacher absences averaged less than 16 per year/instructor. Several of these were for 3 or more days at a time, but typically were for student educational trip offerings. While these absences can have a negative impact on student achievement, they had less impact than the excessive amount of time students spent on standardized testing requirements. Also impacting this number are absences taken due to cancer.

Teacher/School Leader(s) Demographic Data

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

Research supports that the primary factor impacting student achievement is the classroom teacher. Although teacher absences are not

excessive, certainly any teacher absence impacts learning. The "pool" of available substitute teachers this past year showed a decline in the number and quality of local teachers available for subbing. This has had an impact on the education of the students. The school district has attempted to expand this pool by offering additional incentives to substitute teachers.

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?

Both indicators in Standard 5 (A Culture for Learning) were rated as 'sustained' by the staff. This School Systems Review document was created with entire staff input during a PD day. Professional Learning Communities (PLC's) are utilized regularly throughout the school year to improve teaching and learning. PLC meetings are scheduled monthly throughout the school year, as well as having time to meet during professional development days. Administration has also made an effort to maintain common prep periods for teachers of the same grade level. Although this is not perfect, it does allow teachers to work together in an intentional way.

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?

Standard 3 (Assessment) and Standard 8 (Professional Learning System) both had multiple indicators that were rated as 'Partial' implementation. Both of these challenges will be points of focus for improvement during the upcoming school year(s).

12. How might these challenges impact student achievement?

In order to increase student achievement, assessments must be timely, accurate, and common to allow for useful analysis of the data. Administration and teaching staff will work to improve our assessment and data analysis protocols. Our Professional Learning System must meet the needs of our teachers, to help them continually improve teaching and learning. Our district has started (and will continue) to revamp the school improvement process, ultimately leading to targeted professional development for staff.

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.

Administration and teaching staff will work to improve our assessment and data analysis protocols. Our district has started (and will continue) to revamp the school improvement process, ultimately leading to targeted professional development for staff. The recent implementation of the 5D+ Coaching Model will also have positive effects on professional learning.

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?

Students with disabilities (IEP and Section 504) are recommended to be included in any Title, tutoring, and any extended learning opportunities that the school offers. These opportunities are ensured during annual IEP and 504 meetings with students and parents. Services may also be suggested during monthly "At-Risk" meetings with teaching staff. Counselors meet with each grade level teaching

group to discuss needs of all students. Concerns are discussed and interventions are brainstormed during this time.

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

Before and after school Study Labs are available Monday through Thursday throughout the year. Academic aides are available during this time to help any student in need. The SAASE (Students Achieving Academic Success Everyday) is also available for extra Math and ELA (other areas if needed) for all students. A Title VII Coordinator is also employed by the district, providing assistance for our Native American population. Teachers are also more than willing to provide extended opportunities for students that need the extra support. These services are available for all grade levels in the building (6,7,8).

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

Services, such as Extended Learning Opportunities, may be suggested during monthly "At-Risk" meetings with teaching staff. Counselors meet with each grade level PLC to discuss needs of all students. Concerns are discussed and interventions are brainstormed during this time. Assessment data and classroom progress data are also used to identify students who may need more direct intervention. Parents are also notified of these interventions via building newsletters, letters to those who qualify as "at-risk" teacher notifications, and parent-teacher conferences.

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?

Currently, teachers are continuing to work hard to re-align their curricula with the CCSS, NGSS, NCSS, etc. Starting in the 2014-15 school year, the district also provided increased opportunities to vertically align curricula. A General Curriculum Guide has also been made available by the District Office and has been updated for the 2016-17 school year. This document is available on the school website. This continues to be a focus of the district as changes are continually made to state curricula.

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.

The MIPHY survey is given once every other year to all students in the school. Data from this is analyzed and used to help make curricular and school environment decisions, especially those related to health and well-being. This survey is administered jointly with the Little Traverse Bay Bands of Odawa Indians.

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

Reading proficiency has been consistently above the state average.

Based on 2016 Spring NWEA Reading Measures of Academic Progress evaluation tool, 69% of our 6th grade students scored in the average range or higher (at least 41st percentile). 78% of our 7th grade students scored in the average range or higher (at least 41st percentile). 78% of our 8th grade students scored in the average range or higher (at least 41st percentile).

Based on 2015 Spring M-STEP ELA results. 54% of 6th grades scored in the Advanced or Proficient range. 73% of 7th grades scored in the Advanced or Proficient range. and 61% of 8th grades scored in the Advanced or Proficient range.

19b. Reading- Challenges

Increase efforts need to continue to be made to help our bottom 30% achieve at grade level. According to the 2015 M-STEP ELA assessment, 50% of 6th grade students with disabilities scored in the Not Proficient range, 25% of 7th grade students with disabilities scored in the Not Proficient range, and 55% of 8th grade students with disabilities scored in the Not Proficient range.

19c. Reading- Trends

at this time.

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.

Strategies to support the goal to increase reading proficiency have been and will continue to be implemented including specific interventions for the bottom 30%. This includes continued work in aligning with the Michigan State Standards both vertically and horizontally, SAASE Lab support for students, and parent communication. Continuing into the 2016-17 school year, teachers will be more intensely coached to implement best practice teaching strategies as a result of utilizing the 5D+ Coaching Model.

20a. Writing- Strengths

Writing proficiency has been consistently above the state average.

Based on 2016 Spring NWEA Reading Measures of Academic Progress evaluation tool, 69% of our 6th grade students scored in the average range or higher (at least 41st percentile). 78% of our 7th grade students scored in the average range or higher (at least 41st percentile). 78% of our 8th grade students scored in the average range or higher (at least 41st percentile).

Based on 2015 Spring M-STEP ELA results. 54% of 6th grades scored in the Advanced or Proficient range. 73% of 7th grades scored in the Advanced or Proficient range. and 61% of 8th grades scored in the Advanced or Proficient range.

20b. Writing- Challenges

Increase efforts need to continue to be made to help our bottom 30% achieve at grade level. According to the 2015 M-STEP ELA assessment, 50% of 6th grade students with disabilities scored in the Not Proficient range, 25% of 7th grade students with disabilities scored in the Not Proficient range, and 55% of 8th grade students with disabilities scored in the Not Proficient range.

20c. Writing- Trends

Writing proficiency has been consistently above the state average, but lack of assessment consistency makes trend determination difficult at

this time.

Common district grade level writing prompts reflect overall growth in writing ability.

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.

Strategies to support the goal to increase writing proficiency have been and will continue to be implemented including specific interventions for the bottom 30%. This includes continued work in aligning with the Michigan State Standards, SAASE Lab support for students, and parent communication. Continuing into the 2016-17 school year, teachers will be more intensely coached to implement best practice teaching strategies as a result of utilizing the 5D+ Coaching Model.

21a. Math- Strengths

Math proficiency has been consistently above the state average.

Based on 2016 Spring NWEA Math Measures of Academic Progress evaluation tool, 62% of our 6th grade students scored in the average range or higher (at least 41st percentile). 77% of our 7th grade students scored in the average range or higher (at least 41st percentile). 79% of our 8th grade students scored in the average range or higher (at least 41st percentile).

Based on 2015 M-STEP Math results. 42% of 6th grades scored in the Advanced or Proficient range. 40% of 7th grades scored in the Advanced or Proficient range. and 51% of 8th grades scored in the Advanced or Proficient range.

21b. Math- Challenges

Increase efforts need to continue to be made to help our bottom 30% achieve at grade level. According to the 2015 M-STEP Math assessment, 63% of 6th grade students with disabilities scored in the Not Proficient range, 63% of 7th grade students with disabilities scored in the Not Proficient range, and 70% of 8th grade students with disabilities scored in the Not Proficient range.

21c. Math- Trends

Math proficiency has been consistently above the state average, but lack of assessment consistency makes trend determination difficult at this time.

According to NWEA data student's score over the past 3 years have shown slight growth.

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.

Strategies to support the goal to increase math proficiency have been and will continue to be implemented including specific interventions for the bottom 30%. This includes continued work in aligning with the Michigan State Standards, SAASE Lab support for students, and parent communication. Continuing into the 2016-17 school year, teachers will be more intensely coached to implement best practice teaching strategies as a result of utilizing the 5D+ Coaching Model.

22a. Science- Strengths

Science proficiency has been consistently above the state average.

Based on 2015 M-STEP Science results. 40% of 7th grades scored in the Advanced or Proficient range.

22b. Science- Challenges

Increase efforts need to continue to be made to help our bottom 30% achieve at grade level. According to the 2015 M-STEP Science assessment, 50% of 7th grade students with disabilities scored in the Not Proficient range.

22c. Science- Trends

Science continues to be an area in which we are trying to improve. Despite being above the state average, our proficiency levels are not meeting expectations.

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.

Strategies to support the goal to increase science proficiency have been and will continue to be implemented including specific interventions for the bottom 30%. This includes continued work in aligning with the Michigan State Standards, SAASE Lab support for students, and parent communication. Continuing into the 2016-17 school year, teachers will be more intensely coached to implement best practice teaching strategies as a result of utilizing the 5D+ Coaching Model.

23a. Social Studies- Strengths

Based on 2015 M-STEP Social Studies results. 61% of 8th grades scored in the Advanced or Proficient range.

23b. Social Studies- Challenges

Increase efforts need to continue to be made to help our bottom 30% achieve at grade level. According to the 2015 M-STEP Social Studies assessment, 41% of 8th grade students with disabilities scored in the Not Proficient range.

23c. Social Studies- Trends

Social studies continues to be an area where we strive to increase proficiency at all grade levels.

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.

Strategies to support the goal to increase social studies proficiency have been and will continue to be implemented including specific interventions for the bottom 30%. This includes continued work in aligning with the Michigan State Standards, SAASE Lab support for students, and parent communication. Continuing into the 2016-17 school year, teachers will be more intensely coached to implement best practice teaching strategies as a result of utilizing the 5D+ Coaching Model.

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?

According to the AdvancED student perception survey, students are most satisfied with:

- a variety of resources available,
- teachers using multiple methods to assess understanding,
- staff having high expectations,
- the school having activities that they can participate,
- multiple assessments to check for understanding

(F3, E11, D1, F6, E1)

24b. Student Perception Data

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

According to the AdvancED student perception, students are least satisfied with:

- student respect for the property of others,
- students helping each other even if they are not friends,
- teachers changing to meet my needs,
- students treating adults with respect,
- students being treated with respect

(F2, F5, E9, D2, C4)

24c. Student Perception Data

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

Petoskey Middle School has implemented a school climate initiative based around the "Full Value Agreement". Problem solving and team-building activities will regularly (twice per month) be incorporated in consistent groupings of students and teachers. These activities teach students to value the skills and abilities that every individual has to offer, thus respecting themselves and others.

25a. Parent/Guardian Perception Data

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

According to the AdvancED parent perception survey, parents are most satisfied with:

- the school providing students opportunities to participate in activities that interest them,
- teachers report on child's progress in easy, understandable ways,
- safe learning environment,
- qualified staff to support learning,
- access to a variety of information and resources to support learning

(F6, E8, F3, F1, F4)

25b. Parent/Guardian Perception Data

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

According to the AdvancED parent perception survey, parents are least satisfied with:

- teachers meeting learning needs by individualizing instruction,
- connections made between content and everyday life,
- school board (governing body) interference with school leadership and operation,
- involvement from parents in regards to school's purpose statement,
- support services

(E4, E9, D2, C2, F5)

25c. Parent/Guardian Perception Data

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

Administration will make a marked effort to increase communication by updating webpages, utilize social media more frequently, and continue a school and parent alliance group.

26a. Teacher/Staff Perception Data

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

According to the AdvancED staff perception survey, staff are most satisfied with:

- opportunities for students to participate in activities that interest them,
- teachers report on student progress in understandable ways,
- safe learning environment,
- qualified staff to support learning
- access to a variety of information and resources to support learning.

(F6, E8, F3, F1, F4)

26b. Teacher/Staff Perception Data

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

According to the AdvancED staff perception survey, staff are least satisfied with:

- sufficient materials to meet student needs,
- training to implement a formal process that promotes discussion about student learning,
- plan for acquisition and support of technology for student learning,
- peer coaching,
- training in evaluation interpretation and use of data.

(F3, E10, F6, E15, G4)

26c. Teacher/Staff Perception Data

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

An attempt to always stay positive will be taken during staff meetings and professional development days. Teachers and staff will be provided additional opportunities to not only speak up, but provide solutions to problems/issues that arise. Professional development opportunities during the 2016-17 school year will focus on the use of assessments and data as well as more peer coaching.

27a. Stakeholder/Community Perception Data

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

The community tends to be very supportive of the Public Schools of Petoskey. In the past 6 years, we have successfully passed a Technology bond, Special Education Millage renewal, Vocational Education Millage renewal, Sinking Fund renewal, and an Athletic Facilities bond. These indicate the level of satisfaction and trust our community has in the local school system. The parent perception survey results also likely parallel community perception.

27b. Stakeholder/Community Perception Data

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

Communication in the areas of calendar of events, classroom grades and assignments can always be improved. The parent perception survey results also likely parallel community perception.

27c. Stakeholder/Community Perception Data

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

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Administration will make a marked effort to increase communication by updating webpages, utilize social media more frequently, and continue a school and parent alliance group. Utilization of community volunteers will also help in this area.

Summary

28a. Summary

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

Overall, Petoskey Middle School proves to be a great school. We strive to "Learn and grow together" and to be a "Special place for everyone". With that being said, we have some work to do. We are proud of our overall trends in test scores, but understand that English Language Arts, Math, Science, and Social Studies all need some more work. We are proud of the type of students and families that we work with, but we understand that they need increased support as our families' socioeconomic status changes. We are proud of our relationship with the community, but understand that we need to make an increase effort to always improve communication.

28b. Summary

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

There are many factors that affect student achievement, more than just these that are listed above. If we continue to strive to get better everyday, however, the effect will no doubt be an increase in student achievement. It is important that we focus on the areas in which we can get better and work hard to do so!

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?

The school improvement plan will include strategies and activities that promote both student and parent engagement. It will also include a marked focus on becoming more up-to-date in terms of curriculum in all core areas. Data driven interventions will also be spelled out to meet the needs of our changing population.

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.	No	PMS is grades 6-8 only.	

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	http://resources.petoskeyschools.org/slanec.tl.m/tlc/district_ann_report_calendar/PHS_Cal_13_14.pdf	

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 to create and EDP for each student.	

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 1130 Howard Street Petoskey, MI 49770 1-231-348-2352 slanec.tl.m@petoskeyschools.org	

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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		2016-17 PMS Parent Involvement Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		2016-17 PMS Student Handbook

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Perception Surveys, SID report, etc.	

2016-17 School Improvement Plan

Overview

Plan Name

2016-17 School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will be proficient in Mathematics.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$70435
2	All students will be proficient in Reading.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$69004
3	All Students will be proficient in Writing.	Objectives: 1 Strategies: 3 Activities: 6	Academic	\$53349
4	All Students will be proficient in Science	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$49140
5	All Students will be proficient in Social Studies.	Objectives: 1 Strategies: 2 Activities: 3	Academic	\$43500
6	All stakeholders will be active members of a positive school environment.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$7000

Goal 1: All students will be proficient in Mathematics.

Measurable Objective 1:

67% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Mathematics by 06/09/2016 as measured by meeting or exceeding state standards in Mathematics.

Strategy 1:

Align Curriculum and Assessments - Beginning in 2013-2014, staff worked to strategically "infuse" common core practices and teaching units into the curriculum. Initial chosen units are based on areas of most need since 2008. This will allow PLC's to work at the same time on the same units, analyze data for effectiveness (qualitatively and quantitatively), and reflect individually and collectively about future steps to increase student and staff success. The district will provide specialized instruction and support best-practice research methods (e.g., collaboration, coaching and modeling using peers, consultants and master teachers) to produce the CCSS "shifts" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with the Michigan State Mathematics Standards and associated EngageNY curriculum.

Category: Mathematics

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

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

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

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

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

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

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

Tier: Tier 1

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

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The District has chosen EngageNY as a curriculum base to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.) to support the Michigan State Standards and Benchmarks. We solidify the connections to "shifts" in CC practice, formative/summative assessments, pacing guides, and college & career-readiness benchmarks associated with MI Math Standards and focus on student engagement protocols (e.g., student ownership of learning, materials with high cognitive demands, etc.). It is also important that we construct solid foundations of connected math vocabulary, numeration, math fluency, fractions, geometry, and problem solving in elementary grades that progress to the more abstract thinking necessary for algebraic and irrational numbers content in middle school and the math content expected for a MI Merit Diploma and future college/career/citizenship capabilities.	Curriculum Development	Tier 1	Implement	09/01/2016	06/09/2017	\$2800	General Fund, Title II Part A	6th through 8th grade math teachers, administrators, STEM/STEAM coach, Math Taskforce
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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for 2016-2017 will be targeted in some primary areas so that K-12th teachers, paraprofessionals, administrators, Professional Learning Communities (PLCs) can best prepare all students to master core mathematics standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the district level, the development and implementation of Michigan State Standards, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. A STEM coach has been employed by the school district in May of 2015 to help with this process.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3350	Title II Part A, General Fund	District staff, teachers, building administrators, STEM Coach, Math Taskforce

Strategy 2:

Prepare Students for Online Testing - Students must be prepared for the new, online tests that are part of their educational future. The curriculum covered in these tests has been developed to prepare all students to graduate career, college, and life-ready. Staff must prepare students for new "shifts" in practice, and the technology

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skills needed to ultimately allow them to get the most accurate results.

Category: Mathematics

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

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

Tier: Tier 1

Activity - Prepare for online assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A. Growing Content Area Knowledge, Skills, & Fluency; B. Working with Engage NY and other CCSS Assessment-Type Questions; C. Text-to-Text (Media) Comprehension & Comparisons; D. Using Technology Tools; and E. Building & Rewarding Individual Stamina & Perseverance. Materials, resources, and expertise will be necessary F. Utilize practice online state assessments	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$8150	Title II Part A, General Fund, Section 31a	Teachers, paraprofessionals, building administrators

Strategy 3:

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

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

Category: Mathematics

Research Cited: 1) Lee, S. & Bowen, N. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. American Educational Research Journal. Vol. 43(2). 193-218

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

3) Shaver, A., & Walls, R. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. Journal of Research & Development in Education, Vol 31(2), 90-97.

2) Yan, W. & Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. The Journal of Educational Research, Vol. 99 (2). 116-127.

Tier: Tier 1

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Activity - Parents/Guardians- Educational team members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement/engagement is highly regarded for all students, and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, 31/A Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their child's affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPiE, NEA, McKinney-Vento).	Parent Involvement	Tier 2	Monitor	09/01/2016	06/09/2017	\$775	Section 31a, General Fund	Teachers, paraprofessionals and building administrators
Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the continued implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$11635	Title II Part A, General Fund	District and Building Administrators, Teachers

Strategy 4:

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

Category: Mathematics

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

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

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

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

Tier: Tier 1

School Improvement Plan

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Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the school will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II interventions are accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals work with targeted, small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers and provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs (SAASE Lab)</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices)</p> <p>g. Summer learning opportunities</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$40725	Section 31a, General Fund	Teachers, paraprofessionals, and building administrators.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	General Fund	District and building administrators, Data Coach, Teachers, Paraprofessionals

Goal 2: All students will be proficient in Reading.

Measurable Objective 1:

79% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state reading standards in Reading by 06/09/2017 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

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

Category: English/Language Arts

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

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

3--Guthrie, J., Wigfield, A., Barbosa, P., Perencevich, K., Taboada, A., Davis, M., et al. (2004, September 1). Increasing reading comprehension and engagement through Concept-Oriented Reading Instruction. Journal of Educational Psychology, 96(3), 403-423.

4--Hall, K., Sabey, B., & McClellan, M. (2005, July 1). Expository text comprehension: Helping primary grade teachers use expository texts to full advantage. Reading Psychology: An International Quarterly, 26(3), 211-234.

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

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

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

Tier: Tier 1

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

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<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs;</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Mobi Math Accelerated Reading, etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices)</p> <p>g. Summer learning opportunities</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$45345	Section 31a, General Fund	Teachers, paraprofessionals, and building administrators
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	General Fund	District and building administrators, Data Coach, Teachers, Paraprofessionals

Strategy 2:

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

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

Category: English/Language Arts

Research Cited: 1--Nash, R. (2008). *The Effective Classroom: Practical strategies for involving students in the learning process*. Thousand Oaks, CA: Corwin Press.

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

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

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

Tier: Tier 1

Activity - Parents/Guardians- Educational Team Members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their children's effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 1	Monitor	09/01/2016	06/09/2017	\$830	Section 31a, General Fund	Teachers, Paraprofessionals, Support Staff, Building administrators

Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$12229	General Fund, Title II Part A	District and Building Administrators, Teachers

Strategy 3:

Align Curriculum and Assessments - The building will provide specialized instruction and supportive, best-practice methods (e.g., collaboration, coaching and modeling from peers, consultants and master teachers) to produce CCSS "shifts" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with the Michigan State Standards in Literacy (specifically reading across all content areas) and

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associated MAISA Reading Units that would be applicable to ELA classrooms, and also incorporate portions that would be supportive within other core areas.

Category: English/Language Arts

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: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for 2016-2017 will be targeted in ten primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in 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 Michigan 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), 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.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$5100	General Fund, Title II Part A	Teachers, Paraprofessionals, Building and District Administrators

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Activity - Intentional and Common Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.	Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$2500	Title II Part A, General Fund	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce

Goal 3: All Students will be proficient in Writing.

Measurable Objective 1:

72% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Writing by 06/09/2017 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

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

Category: English/Language Arts

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

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

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

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

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

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

Tier: Tier 1

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Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building provides elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs;</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, Mobi Math etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., laptops, iPad/apps, Mobi/apps, & other tablet devices).</p> <p>g. Summer learning opportunities .</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$23545	General Fund, Section 31a	Teachers, Paraprofessionals, Building/District, Administrators
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	General Fund	District and building administrators, Data Coach, Teachers, Paraprofessionals

Strategy 2:

Align Curriculum and Assessments - The building will provide specialized instruction and supportive best-practice methods (e.g., collaboration, coaching, and modeling from peers, consultants, and master teachers) to produce the "shifts" of practice, college and career-ready expectations, appropriate delivery methods, and curriculum

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components that align with the State of Michigan Literacy 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: English/Language Arts

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

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

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

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

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

Tier: Tier 1

Activity - Professional development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for 2016-2017 is targeted in six primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Michigan State Standards and Common Core MAISA Writing 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 building and district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$15100	Title II Part A, General Fund	Teachers, Paraprofessionals, District and Building Administrators

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Activity - Informative and Argumentative Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have a common focus of teaching students to support a main idea & summarization within informational text or text-to-text & text-to-media.	Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$705	Title II Part A	Teachers, paraprofessionals, building administrators, ELA Taskforce

Strategy 3:

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

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

Category: English/Language Arts

Research Cited: 1) Lee, S. & Bowen, N. (2006). Parent involvement, cultural capital, and the achievement gap among elementary school children. *American Educational Research Journal*. Vol. 43(2). 193-218

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

3) Shaver, A., & Walls, R. (1998). Effect of Title I parent involvement on student reading and mathematics achievement. *Journal of Research & Development in Education*, Vol 31, 90-97.

4) Yan, W. & Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *The Journal of Educational Research*, Vol. 99 (2). 116-127.

Tier: Tier 1

Activity - Parents/Guardians - Educational team members	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 2	Monitor	09/01/2016	06/09/2017	\$425	General Fund	Teachers, paraprofessionals, and building administrators
Activity - Student Engagement Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$10574	Title II Part A, General Fund	District and Building Administrators, Teachers

Goal 4: All Students will be proficient in Science

Measurable Objective 1:

58% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Science by 06/09/2017 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

Align Curriculum and Assessments - The district will provide specialized instruction and supportive, best-practice methods (e.g., collaboration, coaching, and modeling from peers, consultants, and master teachers) to produce NGSS "shifts" of practice, college and career-ready expectations for all students, appropriate delivery methods, aligned assessments, and curriculum components that align with Michigan State Standards. A STEM coach was hired to help with this transition. STEM and STEAM exploratory classes will be created at the 6th grade level.

Category: Science

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

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Petoskey Middle School

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

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

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

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

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

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

Tier: Tier 1

Activity - Science Vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers along with the STEM coach in the K-12th Professional Learning Community (PLC) teams will develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: scientific method, preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world application.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$640	Title II Part A, General Fund	Building/District Administrators, Teachers, Paraprofessionals, ISD Consultants, STEM coach, STEM Taskforce

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

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<p>Professional development beginning in 2015 and continuing through 2017 will be targeted in several primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the Michigan Science Standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in science is primarily focused in the areas of: inquiry-based learning, model building and interpreting, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data storage and analysis, strategies to improve science instruction that include video clips, common misconceptions, other informational text, etc.), 6-8 development and implementation of NGSS and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on physical science and earth science, cross-curricular implications, the use of formative assessments (e.g., quick checks for understanding), use and purchase of investigative equipment and informational text at a variety of reading levels, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina in problem solving and investigation. These staff growth opportunities will arise from district expertise, STEM coach, ISD consultants, or outside experts.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$16940</p>	<p>Title II Part A, General Fund</p>	<p>Teachers, Paraprofessionals, District/Building Administrators, STEM coach</p>
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Strategy 2:

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

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

Category: Science

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

2--Barley, Z., Lauer, P. A., Arens, S. A., Aphthorp, H. S., Englert, K. S., Snow, D., & Akiba, M. (2002). Helping at-risk students meet standards: A synthesis of evidencebasedclassroom practices (REL Deliverable #2002-20). Aurora, CO: Mid-continent Research for Education and Learning.

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

4--Hooper, S., & Hannafin, M. J. (1988). Cooperative learning at the computer: Ability based strategies for implementation. Paper presented at the annual meeting of the Association for Educational Communications and Technology, New Orleans, LA. (ERIC Document Reproduction Service No. ED295647).

5. Welch, M., Richards, G., Okada, T., Richards, J., & Prescott, S. (1995). A consultation and paraprofessional pull-in system of service delivery: A report on student outcomes and teacher satisfaction. *Remedial and Special Education*, 16(1), 16–28.

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Petoskey Middle School

6--Fantuzzo, J. W., Polite, K., & Grayson, N. (1990). An evaluation of reciprocal peer tutoring across elementary school settings. *Journal of School Psychology, 28*(4), 309–323.

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

8--Dungan, S. A. P. (1990). The relationship between computer-assisted instruction and the academic gains of selected elementary students in a rural school district. *Dissertation Abstracts International, 51*(10A), 3315.

Tier: Tier 1

Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities: a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs. c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of concepts. e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities.	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$28560	Section 31a, General Fund	Teachers, Paraprofessionals, Building/District Administrators

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	General Fund	District and building administrators, Data Coach, Teachers, Paraprofessionals

Goal 5: All Students will be proficient in Social Studies.

Measurable Objective 1:

66% of Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate a proficiency by meeting or exceeding state standards in Social Studies by 06/09/2017 as measured by Michigan assessments (M-STEP) and supported by local and national measures of achievement..

Strategy 1:

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

Category: Social Studies

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

2--Barley, Z., Lauer, P. A., Arens, S. A., Apthorp, H. S., Englert, K. S., Snow, D., & Akiba, M. (2002). Helping at-risk students meet standards: A synthesis of evidencebasedclassroom practices (REL Deliverable #2002-20). Aurora, CO: Mid-continent Research for Education and Learning.

3--Hooper, S., & Hannafin, M. J. (1988). Cooperative learning at the computer: Ability based strategies for implementation. Paper presented at the annual meeting of the Association for Educational Communications and Technology, New Orleans, LA. (ERIC Document Reproduction Service No. ED295647).

4. Welch, M., Richards, G., Okada, T., Richards, J., & Prescott, S. (1995). A consultation and paraprofessional pull-in system of service delivery: A report on student outcomes and teacher satisfaction. Remedial and Special Education, 16(1), 16–28.

5--Fantuzzo, J. W., Polite, K., & Grayson, N. (1990). An evaluation of reciprocal peer tutoring across elementary school settings. Journal of School Psychology, 28(4), 309–323.

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

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

7--Dungan, S. A. P. (1990). The relationship between computer-assisted instruction and the academic gains of selected elementary students in a rural school district.

Dissertation Abstracts International, 51(10A), 3315.

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$3300	General Fund, Title II Part A	Teachers, Paraprofessionals. Building/District Administrators, Data Coach

Strategy 2:

Align Curriculum and Assessments - The building will provide specialized instruction and supportive methods (e.g., collaboration, coaching and modeling from peers, consultants and master teachers) to construct a deeper understanding and an implementation plan (6-8) surrounding the College, Career, and Civic Life Framework for Michigan State Social Studies Standards as well as assessments to analyze student achievement. Staff will be paying attention to disciplinary/multidisciplinary concepts (e.g., civics, economics, geography, and history) and practices that will allow students to investigate, analyze, explain, collaborate, and communicate ideas and associated community service projects. This will be accomplished through the partnerships of within grade-level and across grade-level teams and PLCs.

Category: Social Studies

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

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

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

4--Dellario, T. E. (1987). The effects of computer-assisted instruction in basic skills courses on high-risk ninth-grade students. Dissertation Abstracts International, 48(04A), 0892

5--Rohrbeck, C. A., Ginsburg-Block, M. D., Fantuzzo, J. W., & Miller, T. R. (2003). Peer-assisted learning interventions with elementary school students: a meta-analytic review. Journal of Educational Psychology 95(2), 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: Tier 1

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development began in 2013 and will continue through 2017. It will be targeted at several primary areas so that 6-8th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies Michigan State Standards (C3). Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in social studies primarily is focusing in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), 6-8th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$24405	General Fund, Title II Part A	Teachers, Paraprofessionals, District/Building Administrators
Activity - Infuse C3 Framework and Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$15795	General Fund, Title II Part A, Section 31a	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce

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

Category: School Culture

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

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

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

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

Tier: Tier 1

Activity - Adventure Education Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In partnership with Camp Daggett, a local summer camp and adventure center, Petoskey Middle School will provide opportunities for staff members and students to participate in various team-building activities. These activities will take place at least monthly during homeroom, allowing for students to build positive relationships with staff and peers, while learning valuable life-long citizenship skills.	Behavioral Support Program	Tier 1		09/01/2016	06/09/2017	\$2000	Other	District and building administration, all building staff
Activity - Student Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Each homeroom will nominate one to two individual students to represent their classmates on the Student Leadership Committee. A staff member oversees this committee who meets at least monthly. This committee brainstorms and implements various activities that help to not only build school spirit, but also teach and model the Full Value Agreement.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	No Funding Required	Building Administration, Student Leadership director
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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:

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

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

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

Tier: Tier 3

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

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional development	Professional development for 2016-2017 is targeted in six primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Michigan State Standards and Common Core MAISA Writing 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 building and district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$13000	Teachers, Paraprofessionals, District and Building Administrators

School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the school will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II interventions are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals work with targeted, small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers and provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs (SAASE Lab) c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices) g. Summer learning opportunities 	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$21900	Teachers, paraprofessionals, and building administrators.
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School Improvement Plan

Petoskey Middle School

<p>Professional Development</p>	<p>Professional development began in 2013 and will continue through 2017. It will be targeted at several primary areas so that 6-8th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies Michigan State Standards (C3). Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in social studies primarily is focusing in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), 6-8th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$22100</p>	<p>Teachers, Paraprofessionals, District/Building Administrators</p>
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School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building provides elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs; c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, Mobi Math etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres; e. Portable devices and educational apps (e.g., laptops, iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities . 	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10000	Teachers, Paraprofessionals, Building/District, Administrators
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Parents/Guardians-Educational team members	Parent involvement/engagement is highly regarded for all students, and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, 31/A Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their child's affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPiE, NEA, McKinney-Vento).	Parent Involvement	Tier 2	Monitor	09/01/2016	06/09/2017	\$425	Teachers, paraprofessionals and building administrators
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	District and building administrators, Data Coach, Teachers, Paraprofessionals
Parents/Guardians-Educational Team Members	Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPiE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 1	Monitor	09/01/2016	06/09/2017	\$400	Teachers, Paraprofessionals, Support Staff, Building administrators

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Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs. c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of concepts. e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities. 	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$10500	Teachers, Paraprofessionals, Building/District Administrators
Student Engagement Professional Development	<p>With the continued implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$9010	District and Building Administrators, Teachers

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Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <p>a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s;</p> <p>b. Online learning opportunities for remediation in computer labs;</p> <p>c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Mobi Math Accelerated Reading, etc.);</p> <p>d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres;</p> <p>e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices)</p> <p>g. Summer learning opportunities</p>	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$23200	Teachers, paraprofessionals, and building administrators
Prepare for online assessments	<p>A. Growing Content Area Knowledge, Skills, & Fluency;</p> <p>B. Working with Engage NY and other CCSS Assessment-Type Questions;</p> <p>C. Text-to-Text (Media) Comprehension & Comparisons;</p> <p>D. Using Technology Tools; and</p> <p>E. Building & Rewarding Individual Stamina & Perseverance.</p> <p>Materials, resources, and expertise will be necessary</p> <p>F. Utilize practice online state assessments</p>	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$4300	Teachers, paraprofessionals, building administrators

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Science Vocabulary development	Teachers along with the STEM coach in the K-12th Professional Learning Community (PLC) teams will develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: scientific method, preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world application.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$540	Building/District Administrators, Teachers, Paraprofessionals, ISD Consultants, STEM coach, STEM Taskforce
Professional development	Professional development beginning in 2015 and continuing through 2017 will be targeted in several primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the Michigan Science Standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in science is primarily focused in the areas of: inquiry-based learning, model building and interpreting, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data storage and analysis, strategies to improve science instruction that include video clips, common misconceptions, other informational text, etc.), 6-8 development and implementation of NGSS and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on physical science and earth science, cross-curricular implications, the use of formative assessments (e.g., quick checks for understanding), use and purchase of investigative equipment and informational text at a variety of reading levels, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina in problem solving and investigation. These staff growth opportunities will arise from district expertise, STEM coach, ISD consultants, or outside experts.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$13100	Teachers, Paraprofessionals, District/Building Administrators, STEM coach

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Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	District and building administrators, Data Coach, Teachers, Paraprofessionals
Intentional and Common Focus	CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.	Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$700	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	District and building administrators, Data Coach, Teachers, Paraprofessionals
Student Engagement Professional Development	With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$9629	District and Building Administrators, Teachers
Infuse C3 Framework and Vocabulary	Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$2000	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce

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<p>Professional Development</p>	<p>Professional development for 2016-2017 will be targeted in some primary areas so that K-12th teachers, paraprofessionals, administrators, Professional Learning Communities (PLCs) can best prepare all students to master core mathematics standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the district level, the development and implementation of Michigan State Standards, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. A STEM coach has been employed by the school district in May of 2015 to help with this process.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$3000</p>	<p>District staff, teachers, building administrators, STEM Coach, Math Taskforce</p>
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<p>Infuse EngageNY & Assessments</p>	<p>The District has chosen EngageNY as a curriculum base to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.) to support the Michigan State Standards and Benchmarks. We solidify the connections to "shifts" in CC practice, formative/summative assessments, pacing guides, and college & career-readiness benchmarks associated with MI Math Standards and focus on student engagement protocols (e.g., student ownership of learning, materials with high cognitive demands, etc.). It is also important that we construct solid foundations of connected math vocabulary, numeration, math fluency, fractions, geometry, and problem solving in elementary grades that progress to the more abstract thinking necessary for algebraic and irrational numbers content in middle school and the math content expected for a MI Merit Diploma and future college/career/citizenship capabilities.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$1300</p>	<p>6th through 8th grade math teachers, administrators, STEM/STEAM coach, Math Taskforce</p>
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School Improvement Plan

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Professional Development	Professional development for 2016-2017 will be targeted in ten primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in 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 Michigan 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), 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.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$4500	Teachers, Paraprofessionals, Building and District Administrators
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$2900	Teachers, Paraprofessionals. Building/District Administrators, Data Coach
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3000	District and building administrators, Data Coach, Teachers, Paraprofessionals

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Parents/Guardians - Educational team members	Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).	Parent Involvement	Tier 2	Monitor	09/01/2016	06/09/2017	\$425	Teachers, paraprofessionals, and building administrators
Student Engagement Professional Development	With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$10424	District and Building Administrators, Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional development	Professional development for 2016-2017 is targeted in six primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core writing standards, especially informational and argumentative writing. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in writing will primarily be in the areas of: technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, social media tools, strategies to improve writing instruction such as mentor texts and think alouds, etc.), the development and implementation of Michigan State Standards and Common Core MAISA Writing 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 building and district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$2100	Teachers, Paraprofessionals, District and Building Administrators
Student Engagement Professional Development	With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$150	District and Building Administrators, Teachers

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Prepare for online assessments	<p>A. Growing Content Area Knowledge, Skills, & Fluency; B. Working with Engage NY and other CCSS Assessment-Type Questions; C. Text-to-Text (Media) Comprehension & Comparisons; D. Using Technology Tools; and E. Building & Rewarding Individual Stamina & Perseverance. Materials, resources, and expertise will be necessary F. Utilize practice online state assessments</p>	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$450	Teachers, paraprofessionals, building administrators
Professional Development	<p>Professional development for 2016-2017 will be targeted in some primary areas so that K-12th teachers, paraprofessionals, administrators, Professional Learning Communities (PLCs) can best prepare all students to master core mathematics standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the district level, the development and implementation of Michigan State Standards, "shifts" in current GLCE/HSCE topics of study by grade level with special attention on mathematical reasoning and logic, use of formative assessments (e.g., quick checks for understanding) to better guide instruction and improve learning, consistent problem solving protocols, use and purchase of manipulatives to increase concept building, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina when solving mathematical problems. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts and occur through the use of registration payment, provider fees, mileage/food/material reimbursements, or substitutes so staff can attend special workshops and conferences during the school day -- or stipends for attendance beyond normal school hours or day. A STEM coach has been employed by the school district in May of 2015 to help with this process.</p>	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$350	District staff, teachers, building administrators, STEM Coach, Math Taskforce
Informative and Argumentative Writing	<p>Teachers will have a common focus of teaching students to support a main idea & summarization within informational text or text-to-text & text-to-media.</p>	Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$705	Teachers, paraprofessionals, building administrators, ELA Taskforce

School Improvement Plan

Petoskey Middle School

Infuse C3 Framework and Vocabulary	Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.	Teacher Collaboration, Direct Instruction	Tier 1	Monitor	09/01/2016	06/09/2017	\$250	Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce
Student Engagement Professional Development	With the implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$2600	District and Building Administrators, Teachers
Student Engagement Professional Development	With the continued implementation of the 5D+ coaching model, staff members will receive additional professional development opportunities to develop methods of increasing authentic student engagement. This will be an ongoing process throughout the school year, during which teachers will provide work that embodies substantive intellectual engagement, allow students to take ownership of their learning, and encourage equitable and purposeful participation.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$2625	District and Building Administrators, Teachers
Professional Development	Professional development for all instructional staff (administrators, teachers, paraprofessionals) will focus on data mining. Illuminate, our new district data management system, will be introduced. Methods to effectively respond to this data in the classroom will also be explored.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$400	Teachers, Paraprofessionals. Building/District Administrators, Data Coach

School Improvement Plan

Petoskey Middle School

Professional Development	Professional development for 2016-2017 will be targeted in ten primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master common core reading standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in 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 Michigan 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), 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.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$600	Teachers, Paraprofessionals, Building and District Administrators
Science Vocabulary development	Teachers along with the STEM coach in the K-12th Professional Learning Community (PLC) teams will develop and adopt high-profile NGSS science vocabulary lists that flow through grade levels (horizontally and vertically) and promote K-12th vocabulary development through: scientific method, preteaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think alouds, and real-world application.	Teacher Collaboration, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$100	Building/District Administrators, Teachers, Paraprofessionals, ISD Consultants, STEM coach, STEM Taskforce

School Improvement Plan

Petoskey Middle School

Professional development	Professional development beginning in 2015 and continuing through 2017 will be targeted in several primary areas so that 6-8 teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the Michigan Science Standards. Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in science is primarily focused in the areas of: inquiry-based learning, model building and interpreting, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data storage and analysis, strategies to improve science instruction that include video clips, common misconceptions, other informational text, etc.), 6-8 development and implementation of NGSS and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on physical science and earth science, cross-curricular implications, the use of formative assessments (e.g., quick checks for understanding), use and purchase of investigative equipment and informational text at a variety of reading levels, literacy across the curriculum (e.g., Reading Apprenticeship), and increasing student engagement to create high levels of persistence and stamina in problem solving and investigation. These staff growth opportunities will arise from district expertise, STEM coach, ISD consultants, or outside experts.	Professional Learning	Tier 1	Implement	09/01/2016	06/09/2017	\$3840	Teachers, Paraprofessionals, District/Building Administrators, STEM coach
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School Improvement Plan

Petoskey Middle School

<p>Infuse EngageNY & Assessments</p>	<p>The District has chosen EngageNY as a curriculum base to support research-driven, best-practice teaching and learning protocols (e.g., gradual release of responsibility, student learning targets, classroom climate & culture, etc.) to support the Michigan State Standards and Benchmarks. We solidify the connections to "shifts" in CC practice, formative/summative assessments, pacing guides, and college & career-readiness benchmarks associated with MI Math Standards and focus on student engagement protocols (e.g., student ownership of learning, materials with high cognitive demands, etc.). It is also important that we construct solid foundations of connected math vocabulary, numeration, math fluency, fractions, geometry, and problem solving in elementary grades that progress to the more abstract thinking necessary for algebraic and irrational numbers content in middle school and the math content expected for a MI Merit Diploma and future college/career/citizenship capabilities.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$1500</p>	<p>6th through 8th grade math teachers, administrators, STEM/STEAM coach, Math Taskforce</p>
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School Improvement Plan

Petoskey Middle School

Professional Development	Professional development began in 2013 and will continue through 2017. It will be targeted at several primary areas so that 6-8th teachers, paraprofessionals, administrators, and Professional Learning Communities (PLCs) can best prepare all students to master the College, Career, & Civic Life Framework for Social Studies Michigan State Standards (C3). Professional development will also be centered around the continued focus on the use of the 5D+ Coaching model, which will improve all aspects of teaching and learning. At the building level, professional development in social studies primarily is focusing in the areas of: inquiry-based learning, collaborative learning and service, local and global economic/historical/civics/geographic concepts and interpretations, technology uses for improved teaching and learning (e.g., building background knowledge, remediation, acceleration, research, data analysis, strategies to improve social studies instruction that include video clips, common misconceptions, historical significance, geographical areas, & other informational text, performance-based learning, etc.), 6-8th development and implementation of C3 and aligned units of study, changes in current GLCE/HSCE topics of study by grade level with special attention on civics and economics, cross-curricular implications, use of formative assessments (e.g., quick checks for understanding), literacy across the curriculum (e.g., Reading Apprenticeship), use and purchase of investigative sources and informational text at a variety of reading levels, and increasing student engagement to create high levels of persistence and stamina in understanding local and global concepts. These staff growth opportunities will arise from district expertise, ISD consultants, or outside experts.	Professional Learning	Tier 1	Monitor	09/01/2016	06/09/2017	\$2305	Teachers, Paraprofessionals, District/Building Administrators
Intentional and Common Focus	CCSS-type informational and narrative reading skills will be developed in all 6-8 content areas (e.g., ELA, Social Studies, Science, Math, Technology, etc.) that aligns with Michigan State Standards. There will be a common focus to teach close and critical reading and summarization within informational text or text-to-text/media.	Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$1800	Teachers, Building Administrators, Paraprofessionals, ELA Taskforce

Other

School Improvement Plan

Petoskey Middle School

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,
Adventure Education Activities	In partnership with Camp Daggett, a local summer camp and adventure center, Petoskey Middle School will provide opportunities for staff members and students to participate in various team-building activities. These activities will take place at least monthly during homeroom, allowing for students to build positive relationships with staff and peers, while learning valuable life-long citizenship skills.	Behavioral Support Program	Tier 1		09/01/2016	06/09/2017	\$2000	District and building administration, all building staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Leadership	Each homeroom will nominate one to two individual students to represent their classmates on the Student Leadership Committee. A staff member oversees this committee who meets at least monthly. This committee brainstorms and implements various activities that help to not only build school spirit, but also teach and model the Full Value Agreement.	Behavioral Support Program	Tier 1	Monitor	09/01/2016	06/09/2017	\$0	Building Administration, Student Leadership director

Section 31a

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

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the school will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II interventions are accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals work with targeted, small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers and provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs (SAASE Lab) c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices) g. Summer learning opportunities 	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$18825	Teachers, paraprofessionals, and building administrators.
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School Improvement Plan

Petoskey Middle School

Parents/Guardians-Educational team members	Parent involvement/engagement is highly regarded for all students, and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, 31/A Newsletters, Home-School Learning Compacts, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their child's affective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIC, NEA, McKinney-Vento).	Parent Involvement	Tier 2	Monitor	09/01/2016	06/09/2017	\$350	Teachers, paraprofessionals and building administrators
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School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs; c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Mobi Math Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres; e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices) g. Summer learning opportunities 	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$22145	Teachers, paraprofessionals, and building administrators
Prepare for online assessments	<ul style="list-style-type: none"> A. Growing Content Area Knowledge, Skills, & Fluency; B. Working with Engage NY and other CCSS Assessment-Type Questions; C. Text-to-Text (Media) Comprehension & Comparisons; D. Using Technology Tools; and E. Building & Rewarding Individual Stamina & Perseverance. <p>Materials, resources, and expertise will be necessary</p> <ul style="list-style-type: none"> F. Utilize practice online state assessments 	Curriculum Development, Professional Learning, Direct Instruction	Tier 1	Implement	09/01/2016	06/09/2017	\$3400	Teachers, paraprofessionals, building administrators

School Improvement Plan

Petoskey Middle School

Academic Interventions	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building will provide elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities:</p> <ul style="list-style-type: none"> a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs. c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational (math/science) categories and in a variety of genres; e. Rtl materials programs designated for targeted students, especially pertaining to the reading of problems and understanding of concepts. e. Portable devices and educational apps (e.g., iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities. 	Academic Support Program	Tier 2	Monitor	09/01/2016	06/09/2017	\$18060	Teachers, Paraprofessionals, Building/District Administrators
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School Improvement Plan

Petoskey Middle School

<p>Infuse C3 Framework and Vocabulary</p>	<p>Teachers in 6-8th Professional Learning Community (PLC) teams will develop/adopt high-profile social studies (C3) vocabulary lists that flow through grade levels (horizontally and vertically) and aligns with the Michigan State Standards. They will promote 6-8th social studies vocabulary development through: pre-teaching, use of background knowledge, direct instruction, clear connections, high depth of knowledge (DOK) thinking, modeling, questioning, think aloud's, and real world applications.</p>	<p>Teacher Collaboration, Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$13545</p>	<p>Teachers, Paraprofessionals, Building/District Administrators, ISD Consultants, Social Studies Taskforce</p>
<p>Academic Interventions</p>	<p>For students found eligible to receive Tier II services (i.e., identified for services through our student achievement data/Rtl ranking system), the building provides elements necessary to support learning through technology and face-to-face formats, often in a blended setting within the classroom so that students are not missing core instruction. Tier II is accomplished through the following opportunities: a. Section 31a paraprofessionals with targeted small groups of students or individual students with high needs who are not in special education. Paraprofessionals work in teams with the classroom teachers to provide supplemental support to improve a student's learning plan. Support is determined by need and may include: modeling, visual representations, continuation of guided practice, increasing background knowledge, corrective feedback, further vocabulary practice, fluency of basic facts, questioning to find predictions and summarization/retell/inferences, high quality discussion with similarly grouped peers, textual structural cues, etc. Students are able to exit remediation and recovery programming when they reach their grade-level goal/s; b. Online learning opportunities for remediation in computer labs; c. Remediation software (e.g., SuccessMaker, OdysseyWare, NovaNet, Mobi Online, A-Z, RAZ Kids, Accelerated Math, Accelerated Reading, Mobi Math etc.); d. Leveled readers, mentor texts (at a variety of reading levels), and exemplars in narrative and informational categories and in a variety of genres; e. Portable devices and educational apps (e.g., laptops, iPad/apps, Mobi/apps, & other tablet devices). g. Summer learning opportunities .</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$13545</p>	<p>Teachers, Paraprofessionals, Building/District, Administrators</p>

School Improvement Plan

Petoskey Middle School

<p>Parents/Guardians-Educational Team Members</p>	<p>Parent involvement/engagement is highly regarded for all students--and especially for those students receiving Tier II support. Families are invited to attend or receive: Open Houses, Parent-Teacher Conferences, School/District Improvement Meetings, Parent Involvement Policies and Procedures, Phone Calls, positive phone calls and notes, progress reports between marking periods, etc. Parent lending libraries have also been established to provide parents with additional books, pamphlets, DVDs, etc. to help them support their childrens' effective and academic needs (e.g., Love & Logic, MDE, Education World, NCPIE, NEA, McKinney-Vento, etc.). Parents are also able to access their child's grade through PowerSchool and in printed form (directions and progress reports).</p>	<p>Parent Involvement</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>09/01/2016</p>	<p>06/09/2017</p>	<p>\$430</p>	<p>Teachers, Paraprofessionals, Support Staff, Building administrators</p>
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