

UPDATED School Improvement Plan

2018

Pellston Elementary School
Pellston Public Schools

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Overview

Plan Name

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Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will demonstrate proficiency in mathematics 2018-2019.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$89000
2	All students will demonstrate proficiency in reading 2018-2019.	Objectives: 1 Strategies: 2 Activities: 15	Academic	\$506700
3	All students will demonstrate proficiency in science 2018-2019.	Objectives: 1 Strategies: 2 Activities: 8	Academic	\$6000
4	All students will demonstrate proficiency in writing 2018-2019.	Objectives: 1 Strategies: 2 Activities: 7	Academic	\$0
5	All students will demonstrate proficiency in social studies 2018-2019.	Objectives: 1 Strategies: 2 Activities: 4	Academic	\$0
6	All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting. 2018-2019.	Objectives: 1 Strategies: 2 Activities: 14	Organizational	\$90500

Goal 1: All students will demonstrate proficiency in mathematics 2018-2019.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency and competency in Mathematics by 06/30/2019 as measured by the State identified assessment. .

Strategy 1:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Mathematics

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K- 8 Eureka Math Modules 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-8 staff will participate in local ongoing Eureka Math professional development from our ISD Math Consultant or other professional opportunities with a purpose of more deeply understanding its content and with a purpose of mapping out the Eureka Math Curriculum/Modules in order to complete/master grade level curriculum.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-5 general education teachers, special education teachers, Title I and ISD math consultant, building administrators
Activity - K-5 Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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In an effort to build teacher capacity for data teams/data analysis/remediation, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-5 General Education staff, Special Education and Title I professional staff
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Activity - K-12 Math Collaborative 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 Staff will participate in local and ISD math collaborative professional development during the school year (October 4, 2018, December 13, 2018 and March 14, 2019, BOYNE CHAREM ISD Office: Math Manipulatives October 24, 2018 and February 28, 2019, Math Fractions November 20, 2018 and April 18, 2019). These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-5 professional staff

Activity - K-5 Little Hornets Preschool 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School houses two preschool-age classrooms. Most slots are funded using GSRP funds. Additional slots could be funded using the supplemental source of Title I Part A, At-Risk funds as well as in-kind funds.	Direct Instruction, Supplemental Materials, Materials, Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2019	\$0	Title I Part A	Building administrator, preschool teacher, preschool staff

Activity - K-12 Professional Learning Full Value Agreement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	All professional staff and department leaders.

Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively modeled in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	General Fund	K-12 staff
Activity - K-5 Professional Learning Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Professional Staff Title I and General Education
Activity - K-5 Hornet's Nest Preschool 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing Regional Enhancement Millage funds, Pellston Public Schools will be starting a new preschool program designed specifically for three year old students. This program will service identified students four days per week for approximately 32 weeks per school year.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$86000	Other	Preschool Coordinator, building administrator, new staff: Lead teacher, associate teacher and third staff person
Activity - K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$1000	General Fund	K-5 staff

Strategy 2:

Supplemental Instruction 2018-2019 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

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Category: Mathematics

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Pr Tier: Tier 2

Activity - K-5 Extended Learning Time 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2018-2019 academic year and during the summer of 2018, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-Step achievement data. Programming will provide additional support in all content areas including mathematics. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use benchmark assessments or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Identified K-5 professionals and paraprofessionals
Activity - K-5 IXL Math 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core.	Technology	Tier 2	Implement	09/01/2018	06/30/2019	\$1500	Title I Part A	General education teachers K-5, Title I staff and paraprofessionals
Activity - K-5 Academic Academy Block 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pellston Elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-3 and 4-5. Initially, the focus will be on K-3 literacy supplemental support. This academic block will be in addition to the 60-75 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards.	Academic Support Program	Tier 2	Monitor	09/01/2018	06/30/2019	\$0	Title I Schoolwide	Title I professional and paraprofessional staff, general education teachers
Activity - K-5 Data Review 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review Eureka/Engage NY math data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as professional learning communities to review content area student achievement data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other	General education staff, Title I staff and building administration
Activity - K-2 Project First Step 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through 2nd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Section 31a	K-2 General Education staff, Physical Education teacher, Title I staff
Activity - K-5 Title I Family Evenings 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2019	\$500	Title I Part A	Title I staff and general education staff

Goal 2: All students will demonstrate proficiency in reading 2018-2019.

Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency and competency in reading in English Language Arts by 06/30/2019 as measured by State identified assessment..

Strategy 1:

Supplemental Instruction 2018-2019 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction. For Title I staff, beginning in the 2017-2018 school year, the district adopted research-based Leveled Literacy Intervention as the primary program for identified students.

Category: English/Language Arts

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Hardcastle, Beth and Kelly Justice. 2006. Rtl and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp.

Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp.

Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

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Activity - K-5 Leveled Reading Material 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater have been purchased.	Supplemental Materials	Tier 2	Monitor	09/01/2018	06/30/2019	\$0	Title I Part A	Title I professional and paraprofessional staff, special education and general education teachers, K-5.

Activity - K-5 Project First Step 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through second grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2018	06/30/2019	\$37700	Section 31a	K-5 General Education staff, Physical Education teacher, Title I staff

Activity - K-5 Academic Academy Block 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pellston elementary staff, Title I professional and paraprofessional staff will implement a 20-30 minute intervention in reading for each grade level K-5 with an initial primary focus of K-3. At each grade level, students will be screened (initial assessment) to identify individual student needs and for students identified as needing additional support additional diagnostic screening (extensive screening) will be completed. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$225000	Title I Part A	Title I professional and paraprofessional staff, general education staff
Activity - K-5 Data Review Summary of Effectiveness 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will review Fountas & Pinnell, Benchmark Assessment System (BAS) data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year in a formal review. Additionally, staff will meet for additional data reviews in a more informal setting with literacy coach, ISD Literacy Consultant and building administrator in between screening with a purpose of reviewing student response to intervention data.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	General education staff, Title I professional staff and building administration
Activity - K-12 Multi-Tiered System of Support 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The team will participate in a multi-tiered system of support tri-annual meetings with district and ISD staff regarding implementation of a effective early intervention for students in K-3 and the literacy and mathematics needs of early adolescents in grades 6-9.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other	All K-12 administrative staff (Principals and Superintendent)
Activity - K-5 Title I Family Evenings 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title I Family Nights (1) will include information related to engaging children in reading activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2019	\$500	Title I Schoolwide	General Education, Special Education, and Title I professionals and paraprofessionals.

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Activity - K-5 Extended Learning Time 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2018-2019 academic year and after school and during the summer of 2019, students in K-3 (primary focus) and grades 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-STEP achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Title I Part A	Identified K-5 professional and paraprofessional staff.
Activity - K-5 Little Hornets & Hornets Nest PreSchool 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School houses two four year old preschool-age classrooms and for the fall of 2019 will add a third classroom that will serve sixteen three year old students. Many of the students in the four year old program are funded using GSRP funds. Additional students could potentially be funded using the supplemental funding sources such a grant funds and Regional Enhancement Millage funds.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2018	06/30/2019	\$190000	Other	Preschool Director, Preschool Staff, building administrator
Activity - K-12 Positive Behavior Intervention and Supports 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$1000	General Fund	K-12 staff and administration

Strategy 2:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

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Category: English/Language Arts

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K-5 Literacy/Engagement Consultant 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing supplemental funds, a consultant will be hired to model literacy engagement strategies with both Title I professional and paraprofessional staff during core and supplemental reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers. The Consultant will work directly with paraprofessionals on modeling/implementation of research-based intervention materials, such as Road to the Code and Leveled Literacy Intervention Kits with a specific focus on fidelity of implementation with a purpose of using accurate data to determine student response to intervention. As part of the new legislation with Third Grade Reading Proficiency, Title I professional staff will actively measure student response to interventions applied using a matrix to determine other options for students that are not appropriately responding to current strategies.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$8500	Title II Part A	K-5 general education staff, paraprofessionals, Title I teacher and Literacy Engagement Consultant

Activity - K-12 Professional Learning-Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-5 staff, Special Education and Title I professional staff

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Activity - K-12 Professional Learning Full Value Agreement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$16000	Title II Part A	All professional, paraprofessional and administrators.
Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
the majority of the staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development modeling/training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 Leadership Team and all K-12 staff members
Activity - K-3 ISD Literacy Coach 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ISD will provide a reading coach for the 2018-2019 school year, two days per week. The purpose of this coach is to support a quality implementation of the Essential Instructional Practices in Literacy document developed by the Early Literacy Task Force. The coach will be modeling inside classrooms as well as providing time for Professional Development for K-3 staff.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$5000	Section 31a	K-3 reading staff and building and district level administration
Activity - K-5 Home/School Liaison 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home/School Liaison will identify students for behavioral support based of Office Discipline Referrals from previous school year. Home/School Liaison will utilize a check-in/check-out system with identified students. Home/School Liaison will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$23000	Section 31a	administrator and Home/School Liaison

Goal 3: All students will demonstrate proficiency in science 2018-2019.

Measurable Objective 1:

A 10% increase of Fifth grade students will demonstrate a proficiency and competency on the State identified assessment in Science by 06/30/2019 as measured by State identified assessment..

Strategy 1:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Science

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 leadership team and professional staff
Activity - K-12 Professional Learning Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-5 general education staff, Special Education and Title I professional staff

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Activity - Professional Learning Full Value Agreement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	All professional staff and department leaders.

Activity - NGSS/MSS Curriculum Implementation 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize the K-12 Next Generation Science Standards (NGSS)/ Michigan Science Standards (MSS), for K-5 as the source for teaching science. Staff will use resources developed by states that have adopted the NGSS/MSS as a source for Teacher Guides, Materials, Trade Books and lessons. Staff will specifically focus on Science and Engineering Practices, Disciplinary Core Ideas and Cross Cutting Concepts as lessons are developed and taught. Staff will use district created pacing guides to support unit work and to stay "on track" with curriculum rollout. Staff will evaluate the impact of the science curriculum that was adopted for its first use in the fall of 2017 as well as determine supplements for the units at each grade level.	Curriculum Development	Tier 1	Implement	09/01/2018	06/30/2019	\$3000	General Fund	K-5 General Education Staff and Building Administration

Strategy 2:

Supplemental Instruction 2018-2019 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Science

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

Activity - K-5 Extended Learning Time 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>During the 2018-2019 academic year and during the summer of both 2018 and 2019, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-3 and 4-5. The results of a variety of assessment data will enable staff to create intervention/academic support groups for students based on specific skill achievement.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$2500</p>	<p>Title IV Part A</p>	<p>Identified professional and paraprofessional staff members</p>
<p>Activity - K-5 Academic Academy Block 2018-2019</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level. This academic block will be in addition to the core instructional block provided at each grade level. All students will be screened to identify individual student needs. These needs will be determined from various assessments and universal screening data. Intervention programming and student grouping will be provided based on data. Identified students will receive small group instruction on specifically identified GLCEs and/or common core state standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Title I Schoolwide</p>	<p>Title I Professional Staff, Paraprofessionals, and General Education staff</p>
<p>Activity - K-12 Multi-Tiered System of Support Administrative Training 2018-2019</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>The K-5 building along with the school district will continue to implement the process of being increasingly systematic in documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. The building will strive to change the way its school supports its students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.</p>	<p>Professional Learning</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Other</p>	<p>Administrative Team (principals and superintendent)</p>
<p>Activity - K-5 Title I Family Evenings 2018-2019</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>

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Title I Family Nights (1) will include information related to engaging children in science activities related to the NGSS/MSS	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2019	\$500	Title I Part A	Title I professionals and paraprofessionals.
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Goal 4: All students will demonstrate proficiency in writing 2018-2019.

Measurable Objective 1:

A 5% increase of Pre-K, Kindergarten, First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency and competency in English Language Arts by 06/30/2019 as measured by State identified assessment..

Strategy 1:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: English/Language Arts

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K-5 Professional Learning Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-5 general education staff, Special Education and Title I professional staff

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Activity - K-5 Literacy/Engagement Consultant 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Utilizing supplemental funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	Literacy Engagement Consultant and K-8 general education staff
Activity - K-5 Little Hornets Preschool 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students will be funded using in-kind and supplemental funding sources.	Direct Instruction, Supplemental Materials, Materials, Academic Support Program	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title I Part A	Building administrator, preschool staff, preschool teachers
Activity - K-5 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team of ten staff members, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 leadership team and all K-12 staff members
Activity - Professional Learning Full Value Agreement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	All professional staff and department leaders

Strategy 2:

Supplemental Instruction 2018-2019 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing

both push-in and pull-out flexible models of instruction.

Category: English/Language Arts

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Hardcastle, Beth and Kelly Justice. 2006. Rtl and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp.

Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp.

Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

Activity - K-5 Extended Learning Time 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>During the 2018-2019 academic year and during the summer of 2018, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-3 and 4-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Other</p>	<p>Identified professional and paraprofessional staff</p>
<p>Activity - K-5 Academic Academy Block 2018-2019</p>	<p>Activity Type</p>	<p>Tier</p>	<p>Phase</p>	<p>Begin Date</p>	<p>End Date</p>	<p>Resource Assigned</p>	<p>Source Of Funding</p>	<p>Staff Responsible</p>
<p>Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in ELA for each grade level K-3 and 4-5. This academic block will be in addition to the core instructional block provided at each grade level. At each grade level, students will be screened to identify individual student needs. Identified students will receive small group instruction on specifically identified informational reading standards.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Monitor</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Title I Part A</p>	<p>Title I Professional Staff, Paraprofessionals, and General Education Teachers</p>

Goal 5: All students will demonstrate proficiency in social studies 2018-2019.

Measurable Objective 1:

A 5% increase of Fifth grade students will demonstrate a proficiency and competency in Social Studies by 06/30/2019 as measured by State identified assessment..

Strategy 1:

Effective Feedback 2018-2019 - Staff will incorporate clearly articulated and measurable learning targets linked to state standards with success criteria. Staff will also use formative assessments aligned to the learning targets to make “in the moment” instructional adjustments, modify future lessons, and give targeted feedback to students.

Category: Social Studies

Research Cited: The Highly Engaged Classroom (Marzano and Pickering, 2011), Marzano 2000, The Art and Science of Teaching (Marzano, 2007), Classroom

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Management That Works (Marzano, 2003), and Classroom Instruction That Works (Marzano, Pickering, and Pollock, 2001); Visible Learning for Teachers (John Hattie, 2011); Visible Learning and the Science of How We Learn (Hattie & Yates, 2013).

Tier: Tier 1

Activity - K-12 Professional Learning Engagement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Title II Part A	K-12 staff, special education and Title I professional staff
Activity - K-12 Professional Learning Full Value Agreement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Title II Part A	All professional staff and department leaders
Activity - K-12 Adaptive Schools Professional Learning 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to the leadership team of district staff members, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	General Fund	K-12 leadership team and K-12 staff members

Strategy 2:

Supplemental Instruction 2018-2019 - Through the use of universal screening data, general education teachers will identify students for extended learning time and small group supplemental instruction. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.

Category: Social Studies

Research Cited: Gregory, Gayle H and Lin Kuzmich. 2005 Differentiated Learning Strategies for Student Growth and Achievement in Grades 7-12. Corwin Press, Thousand Oaks, CA: 225 pp. Hardcastle, Beth and Kelly Justice. 2006. RTI and the Classroom Teacher: A Guide for Fostering Teacher Buy-in and Supporting the Intervention Process. LRP Publications, West Palm Beach, FL: 69 pp. Harp, Bill. 2005. The Informed Teacher: Research-Based Practice. Prentice Hall, Upper Saddle River, NJ: 519 pp. Hilton, Alan and Ravic Ringlaben. 1998. Best and Promising Practices in Developmental Disabilities. Pro-Ed, Austin, TX: 364 pp.

Tier: Tier 2

Activity - K-5 Extended Learning Time 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the 2018-2019 academic year and during the summer of 2018, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-3 and 4-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next, benchmark assessments or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 identified professional and paraprofessional staff

Goal 6: All students will increase proficiency in the demonstration of appropriate social skills and emotional regulation within the school setting. 2018-2019.

Measurable Objective 1:

demonstrate a proficiency of learning the behavior expectations of the building. by 06/30/2019 as measured by reducing office discipline referrals by 15% as compared to the previous school year data..

Strategy 1:

Social Emotional Learning Initiative 2018-2019 - District, building and teacher leaders will work collaboratively to integrate opportunities to build staff and students' social emotional competencies, enhancing the skills, attitudes, and behaviors that research indicates are necessary precursors to effective and ethical mastery of daily

tasks and challenges. Explicit teaching and modeling of the five social emotional learning competencies: 1) Self Awareness, 2) Self-Management, 3) Social Awareness, 4) Relationship Skills and 5) Responsible Decision-Making will occur for all staff and students throughout the building. Opportunities for guided and independent practice of the five competencies will be embedded in students' existing courses and staff professional learning opportunities. Building-wide staff and student expectations will reflect an understanding and integration of SEL competencies. Corrections and consequences for staff and/or student behavior errors will be aligned with both building expectations and SEL competencies. Stakeholders will be engaged in learning opportunities that build their understanding of the compelling "why" for SEL work, the purpose and intended outcomes of the work, and the role they can play in supporting and extending the work.

Category: School Culture

Research Cited: Domitrovich, C. E., Durlak, J., Staley, K. C., & Weissberg, R. P. (2017). Social-emotional competence: An essential factor for promoting positive adjustment and reducing risk and school children. *Child Development*, 88, 408-416. doi:10.1111/cdev.12739

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D. & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405–432.

Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredricks, L. et al. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474. doi:10.1037/0003-066X.58.6-7.466

Greenberg, M. T., Brown, J. L., & Abenavoli, R. M. (2016). Teacher stress and health. Effects on teachers, students, and schools. Edna Bennett Pierce Prevention Research Center, Pennsylvania State University and Robert Wood Johnson Foundation.

Jennings, P.A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79, 491-525.

Jones, S. M., Bouffard, S. M., & Weissbound, R. (2013). Educators' social and emotional skills vital to learning. *Phi Delta Kappan*, 92, 62-65

Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55, 170–183.

Larson, R. W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence*, 21, 317–334. <https://doi.org/10.1111/j.1532-7795.2010.00707.x>

McKown, C., Allen, A. M., Russo-Ponsaran, N. M., Johnson, J. K. (2013). Direct assessment of children's social-emotional comprehension. *Journal of Psychological Assessment*, 25, 1154-1166. doi:10.1037/a003343

Oberle, E., Domitrovich, C. E., Meyers, D. C., & Weissberg, R. P. (2016). Establishing systemic social and emotional learning approaches in schools: A framework for schoolwide implementation. *Cambridge Journal of Education*, 46, 277-297. doi:10.1080/0305764X.2015.1125450

Patti, J., Senge, P., Madrazo, C., & Stern, R. S. (2015). Developing socially, emotionally, and cognitively competent school leaders and learning communities. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 438-552). New York, NY: The Guilford Press.

Schonert-Reichl, K. A. (2017). Social and emotional learning and teachers. *Future of Children*, 27(1), 137-156.

Sklad, M., Diekstra, R., Ritter, M. D., Ben, J. & Gravesteyn, C. (2012), Effectiveness of school-based universal social, emotional, and behavioral programs: Do they enhance students' development in the area of skill, behavior, and adjustment? *Psychology in the Schools*, 49, 892–909.

Taylor, R., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88, 1156-1181. DOI:10.1111/cdev.12864

Weissberg, R. P., & Cascarino, J. (2013). Academic learning + social-emotional learning = national priority. *Phi Delta Kappan*, 52, 8-13.

Tier: Tier 1

Activity - 6-12 Student Success Coordinator 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The district in collaboration with Northern Michigan Community Mediation, will employ a Restorative Practices Coordinator (RPC). The RPC will identify students for behavioral support based on office discipline referrals (ODR) from the previous and current school year. The coordinator will utilize a variety of Tier II strategies such as check-in/check-out system with identified students. The coordinator will work collaboratively with the building level administrator and counselor to organize, record, and analyze office discipline referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$60000	Section 31a	Student Success Coordinator
Activity - K-12 Student Risk Screening Scale 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All professional staff will use the Student Risk Screener Scale (SRSS) to identify social/emotional needs of students with the classroom, grade level and building, using this as one piece of data for groups of and individual students. Building level counselor will be used as a source for Tier II students in need of behavior/SEL support. Tier II and Tier III students, where appropriate will be referred to the on-site Hornet Health Center and/or other community agencies.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 staff and administration, Counselor, Hornet Health Center

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Activity - K-5 Teaching, Education and Mentoring (TEAM) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 staff and Liaison Officer

Strategy 2:

Explicit Instruction of Social Skills and Emotional Regulation 2018-2019 - Students in Kindergarten through sixth grade will explicitly be taught social emotional learning (SEL) skills within district classrooms. The Common Core State Standards implicitly embeds within the Standards social emotional skill acquisition. Skills such as "students make sense of problems and persevere in solving them" or "when constructing viable arguments, students justify their conclusions, communicate them to others, and respond to the arguments of others" and "RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events". School success is the intentional result of social emotional learning and content area learning so that ALL students will be college and/or workplace readiness.

Category: Learning Support Systems

Research Cited: Research confirms that a focus on SEL improves students' social, emotional, and academic skills. In a meta-analysis of 213 SEL programs/interventions that conducted experimental or quasi-experimental designs, Durlak and colleagues (2011) (Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82, 405-432.) found that

students in SEL interventions (compared to control students) increased in social-emotional skills, attitudes towards self and others, academic achievement, and positive social behaviors, and decreased in conduct problems and emotional distress. More specifically, the meta-analysis revealed that students with SEL training gained 11 percentile points in test scores and similar gains in grades relative to students not in SEL program. These results were consistent across grade level (elementary, middle, and high schools), location (urban, rural, and suburban), and school type (schools serving ethnically and racially diverse student populations). Furthermore, they found that the effects of SEL programs were stronger when programs were implemented with fidelity. A context that supports the basic personal, social, and intellectual needs of students must be developed for successful work to be done in schools (Solomon, Battistich, Watson, Schaps, & Lewis, 2000) (Solomon, D., Battistich, V., Watson, M., Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediated effects of the child development project. Social Psychology of Education, 4, 3-51.).

Tier: Tier 1

Activity - K-5 Teaching, Education and Mentoring (TEAM) 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	K-12 staff and Liaison Officer
Activity - K-12 Skillstreaming Instruction 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Skillstreaming will be used with students identified through SRSS and students with Behavior Intervention Plans.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General Fund	Counselor, Special Education Teachers
Activity - K-12 Student Success Coordinator 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a variety of Tier II strategies such as check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze ODRs in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Other	Student Success Coordinator
Activity - K-12 Professional Learning Full Value Agreement 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Other	K-12 staff and administration
Activity - K-12 Positive Behavioral Interventions and Supports 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pellston Public School (K-12) is a participant in a MiBLSI PBIS Grant acquired by the CharEm ISD. The district is in Year II of the grant cycle. Many of the components of PBIS are currently partially in place within the elementary building because of past participation with this grant. Participation in this two year grant will enable the building to rebuild and expand structures that in the past have been in place. This grant will address all tiers of behavior within the building and its classrooms.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Other	Pre-K-5 staff, counselors, administrators
Activity - K-5 Michigan Health Model 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 staff have been trained and provide instruction to students using the Michigan Health Model Curriculum. Within this model staff explicitly teach students using units and lessons to students. During this current school year, K-5 staff will use the Social Emotional Learning alignment document to supplement and support the Michigan Health Model Curriculum.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$500	Title II Part A	K-5 staff, counselor, administration
Activity - K-5 Project Second Step 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-5 staff will utilize Project Second Step curriculum in collaboration with the Michigan Health Model Curriculum during the 2018-2019 school year. Elements of this program support student Social Emotional Learning (SEL) competencies.	Behavioral Support Program	Tier 1		09/01/2018	06/30/2019	\$2000	Section 31a	K-5 general education and home/school liaison
Activity - K-12 Classroom Positive Behavior Interventions and Supports 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
K-12 staff will use the text "Classroom Positive Behavior Interventions and Support" by Brandy Simonsen to develop systems within district classrooms that support school-wide systems that are currently in place.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$2000	Section 31a	K-12 all staff and district administrators
Activity - K-12 Adverse Childhood Experiences (ACEs) Study 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During the August 28, 2018 Professional Learning Day staff will receive in-depth training on the Adverse childhood Experiences Study, view and debrief on the film "Resilience" and receive a brief introduction to the Strengthening Families, Protective Factors. Both the Department of Health and Human Services and the Great Start Collaborative will be guiding these sessions.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2018	08/28/2018	\$500	Title II Part A	all K-12 staff and administrators

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Activity - K-12 Caregiver Resource Training 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
During this Professional Learning Day staff will receive training from Emmet County Department of Health and Human Services staff, in responding to students that have experienced childhood trauma and resulting behavioral challenges, what escalation looks like and de-escalation strategies that can be used in district classrooms.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	08/29/2018	\$500	Title II Part A	K-12 staff and administration
Activity - K-5 Home/School Liaison 2018-2019	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Home/School Liaison will work in collaboration with building administration and district staff to support implementation of Title I Parent Engagement Programming. Home/School Liaison will provide support and connections for parents related to planned Parent Engagement Programming evenings throughout the school year (monthly events) Employee will attend Parent Engagement Evenings, collect feedback from families and share feedback with district Title I Coordinator. Home/School Liaison will serve as an intermediate support/connection collaborator in the case of working with families and the school Homeless Liaison and/or other community agencies agencies such as the Hornet Health Center and Women's Resource Center, etc. Home/School Liaison will serve as a positive role model for students, staff, and parents/guardians with a purpose of nurturing long term student success and success at school.	Community Engagement, Parent Involvement	Tier 2	Getting Ready	09/04/2018	06/30/2019	\$25000	Title I Part A	building administrator

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-3 ISD Literacy Coach 2018-2019	The ISD will provide a reading coach for the 2018-2019 school year, two days per week. The purpose of this coach is to support a quality implementation of the Essential Instructional Practices in Literacy document developed by the Early Literacy Task Force. The coach will be modeling inside classrooms as well as providing time for Professional Development for K-3 staff.	Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$5000	K-3 reading staff and building and district level administration
K-5 Home/School Liaison 2018-2019	Home/School Liaison will identify students for behavioral support based of Office Discipline Referrals from previous school year. Home/School Liaison will utilize a check-in/check-out system with identified students. Home/School Liaison will work collaboratively with building level administrator to organize, record and analyze Office Discipline Referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program	Tier 2	Getting Ready	09/01/2018	06/30/2019	\$23000	administrator and Home/School Liaison
K-5 Project Second Step 2018-2019	K-5 staff will utilize Project Second Step curriculum in collaboration with the Michigan Health Model Curriculum during the 2018-2019 school year. Elements of this program support student Social Emotional Learning (SEL) competencies.	Behavioral Support Program	Tier 1		09/01/2018	06/30/2019	\$2000	K-5 general education and home/school liaison school
K-5 Project First Step 2018-2019	Kindergarten through second grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2018	06/30/2019	\$37700	K-5 General Education staff, Physical Education teacher, Title I staff
K-12 Classroom Positive Behavior Interventions and Supports 2018-2019	K-12 staff will use the text "Classroom Positive Behavior Interventions and Support" by Brandy Simonsen to develop systems within district classrooms that support school-wide systems that are currently in place.	Behavioral Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$2000	K-12 all staff and district administrators

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K-2 Project First Step 2018-2019	Kindergarten through 2nd grade staff and physical education teacher will screen and monitor students using Project First Step (PFS) screening tool. Physical Education teacher will utilize PFS tools and provide gross and fine motor movement intervention for identified students.	Direct Instruction	Tier 2	Implement	09/01/2018	06/30/2019	\$0	K-2 General Education staff, Physical Education teacher, Title I staff
6-12 Student Success Coordinator 2018-2019	The district in collaboration with Northern Michigan Community Mediation, will employ a Restorative Practices Coordinator (RPC). The RPC will identify students for behavioral support based on office discipline referrals (ODR) from the previous and current school year. The coordinator will utilize a variety of Tier II strategies such as check-in/check-out system with identified students. The coordinator will work collaboratively with the building level administrator and counselor to organize, record, and analyze office discipline referrals in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$60000	Student Success Coordinator

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Extended Learning Time 2018-2019	During the 2018-2019 academic year and during the summer of both 2018 and 2019, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-3 and 4-5. The results of a variety of assessment data will enable staff to create intervention/academic support groups for students based on specific skill achievement.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$2500	Identified professional and paraprofessional staff members

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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K-5 Academic Academy Block 2018-2019	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in reading for each grade level. This academic block will be in addition to the core instructional block provided at each grade level. All students will be screened to identify individual student needs. These needs will be determined from various assessments and universal screening data. Intervention programming and student grouping will be provided based on data. Identified students will receive small group instruction on specifically identified GLCEs and/or common core state standards.	Academic Support Program	Tier 2	Monitor	09/01/2018	06/30/2019	\$0	Title I Professional Staff, Paraprofessionals, and General Education staff
K-5 Title I Family Evenings 2018-2019	Title I Family Nights (1) will include information related to engaging children in reading activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2019	\$500	General Education, Special Education, and Title I professionals and paraprofessionals.
K-5 Academic Academy Block 2018-2019	Pellston Elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in mathematics for each grade level K-3 and 4-5. Initially, the focus will be on K-3 literacy supplemental support. This academic block will be in addition to the 60-75 minute core instructional block provided at each grade level. At each grade level, building students will be screened to identify individual student needs. Intervention programming and student grouping will be provided based on screening results. Identified students will receive small group instruction on specifically identified common core state standards.	Academic Support Program	Tier 2	Monitor	09/01/2018	06/30/2019	\$0	Title I professional and paraprofessional staff, general education teachers

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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<p>NGSS/MSS Curriculum Implementation 2018-2019</p>	<p>Staff will utilize the K-12 Next Generation Science Standards (NGSS)/ Michigan Science Standards (MSS), for K-5 as the source for teaching science. Staff will use resources developed by states that have adopted the NGSS/MSS as a source for Teacher Guides, Materials, Trade Books and lessons. Staff will specifically focus on Science and Engineering Practices, Disciplinary Core Ideas and Cross Cutting Concepts as lessons are developed and taught. Staff will use district created pacing guides to support unit work and to stay "on track" with curriculum rollout. Staff will evaluate the impact of the science curriculum that was adopted for its first use in the fall of 2017 as well as determine supplements for the units at each grade level.</p>	<p>Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$3000</p>	<p>K-5 General Education Staff and Building Administration</p>
<p>K-5 Data Review Summary of Effectiveness 2018-2019</p>	<p>All staff will review Fountas & Pinnell, Benchmark Assessment System (BAS) data with building administration and ISD Literacy Consultant in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year in a formal review. Additionally, staff will meet for additional data reviews in a more informal setting with literacy coach, ISD Literacy Consultant and building administrator in between screening with a purpose of reviewing student response to intervention data.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>General education staff, Title I professional staff and building administration</p>
<p>K-12 Adaptive Schools Professional Learning 2018-2019</p>	<p>the majority of the staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively used in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development modeling/training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>K-12 Leadership Team and all K-12 staff members</p>
<p>K-12 Skillstreaming Instruction 2018-2019</p>	<p>Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Skillstreaming will be used with students identified through SRSS and students with Behavior Intervention Plans.</p>	<p>Behavioral Support Program, Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Counselor, Special Education Teachers</p>

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K-12 Michigan's Integrated Behavior and Learning Support Initiative (PBIS) 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$1000	K-5 staff
K-12 Positive Behavior Intervention and Supports 2018-2019	MIBLSI encourages the building of teams to lead the efforts of encouraging positive behaviors and enhancement of school culture. Our teams serve to guide our staff in the implementation of school protocols that serve to provide a preventative and multi-tiered model for school supports for student behavior.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$1000	K-12 staff and administration
K-12 Adaptive Schools Professional Learning 2018-2019	In addition to the leadership team of district staff members, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 leadership team and K-12 staff members
K-12 Adaptive Schools Professional Learning 2018-2019	Many staff members are versed in the Adaptive Schools Training initiative. This is the model adopted and used for all collaborative work and is actively modeled in all staff meetings, team meetings, conferences, parent meetings, etc. Intentional professional development training will be provided to all newer and incoming staff to acclimate them to the most impactful and relevant of these strategies in an effort to improve our collective productivity and collaborative efforts.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 staff
K- 8 Eureka Math Modules 2018-2019	All K-8 staff will participate in local ongoing Eureka Math professional development from our ISD Math Consultant or other professional opportunities with a purpose of more deeply understanding its content and with a purpose of mapping out the Eureka Math Curriculum/Modules in order to complete/master grade level curriculum.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-5 general education teachers, special education teachers, Title I and ISD math consultant, building administrators
K-12 Adaptive Schools Professional Learning 2018-2019	In addition to the leadership team, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 leadership team and professional staff

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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-12 Caregiver Resource Training 2018-2019	During this Professional Learning Day staff will receive training from Emmet County Department of Health and Human Services staff, in responding to students that have experienced childhood trauma and resulting behavioral challenges, what escalation looks like and de-escalation strategies that can be used in district classrooms.	Behavioral Support Program	Tier 1	Getting Ready	08/29/2018	08/29/2018	\$500	K-12 staff and administration
K-5 Literacy/Engagement Consultant 2018-2019	Utilizing supplemental funds, a consultant will be hired to model literacy engagement strategies with both Title I professional and paraprofessional staff during core and supplemental reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers. The Consultant will work directly with paraprofessionals on modeling/implementation of research-based intervention materials, such as Road to the Code and Leveled Literacy Intervention Kits with a specific focus on fidelity of implementation with a purpose of using accurate data to determine student response to intervention. As part of the new legislation with Third Grade Reading Proficiency, Title I professional staff will actively measure student response to interventions applied using a matrix to determine other options for students that are not appropriately responding to current strategies.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$8500	K-5 general education staff, paraprofessionals, Title I teacher and Literacy Engagement Consultant
Professional Learning Full Value Agreement 2018-2019	Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All professional staff and department leaders.
K-5 Professional Learning Engagement 2018-2019	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Professional Staff Title I and General Education

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K-5 Professional Learning Engagement 2018-2019	In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-5 general education staff, Special Education and Title I professional staff
K-12 Professional Learning Full Value Agreement 2018-2019	Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All professional staff and department leaders.
K-12 Adverse Childhood Experiences (ACEs) Study 2018-2019	During the August 28, 2018 Professional Learning Day staff will receive in-depth training on the Adverse childhood Experiences Study, view and debrief on the film "Resilience" and receive a brief introduction to the Strengthening Families, Protective Factors. Both the Department of Health and Human Services and the Great Start Collaborative will be guiding these sessions.	Behavioral Support Program	Tier 1	Getting Ready	08/28/2018	08/28/2018	\$500	all K-12 staff and administrators
K-12 Professional Learning Full Value Agreement 2018-2019	Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$16000	All professional, paraprofessional and administrators.
Professional Learning Full Value Agreement 2018-2019	Administrators will monitor the instructional atmosphere and the quality of relationships (team building) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high quality feedback and effective discourse which will be monitored through principal walkthroughs and the 5D+ observation and evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All professional staff and department leaders

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K-5 Literacy/Engagement Consultant 2018-2019	Utilizing supplemental funds, a consultant will be hired to model literacy engagement strategies to professional and paraprofessional staff during core, flex, and intervention reading time. The consultant will model how to implement effective strategies such as: summarizing, inquiry activities, providing verbal feedback and teacher created advanced organizers.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Literacy Engagement Consultant and K-8 general education staff
K-12 Professional Learning Engagement 2018-2019	In an effort to build teacher capacity for student engagement and improved school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-5 general education staff, Special Education and Title I professional staff
K-12 Professional Learning-Engagement 2018-2019	In an effort to build teacher capacity for student engagement, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-12 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-5 staff, Special Education and Title I professional staff
K-12 Professional Learning Engagement 2018-2019	In an effort to build teacher capacity for student engagement and improve our school culture/climate, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff, special education and Title I professional staff
K-12 Professional Learning Full Value Agreement 2018-2019	Administrators will monitor the instructional atmosphere and quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk-throughs and the 5d+ Observation and Evaluation system.	Professional Learning, Teacher Collaboration	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	All professional staff and department leaders

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K-5 Michigan Health Model 2018-2019	K-5 staff have been trained and provide instruction to students using the Michigan Health Model Curriculum. Within this model staff explicitly teach students using units and lessons to students. During this current school year, K-5 staff will use the Social Emotional Learning alignment document to supplement and support the Michigan Health Model Curriculum.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$500	K-5 staff, counselor, administration
K-5 Professional Learning 2018-2019	In an effort to build teacher capacity for data teams/data analysis/remediation, our staff will focus on Professional Learning that is research-based and validated in practice, ensuring that strategies are sound and implemented K-5 with fidelity. Professional Learning opportunities will occur at the building, Intermediate School District and/or state levels.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-5 General Education staff, Special Education and Title I professional staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Little Hornets Preschool 2018-2019	Pellston Elementary School houses two preschool-age classrooms. Most students are funded using GSRP funds. Additional students will be funded using in-kind and supplemental funding sources.	Direct Instruction, Supplemental Materials, Materials, Academic Support Program	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	Building administrator, preschool staff, preschool teachers
K-5 Academic Academy Block 2018-2019	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 20-30 minute intervention in reading for each grade level K-5 with an initial primary focus of K-3. At each grade level, students will be screened (initial assessment) to identify individual student needs and for students identified as needing additional support additional diagnostic screening (extensive screening) will be completed. Supplemental instruction will be provided by general education teachers, Title I teachers and Title I paraprofessionals utilizing both push-in and pull-out flexible models of instruction.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$225000	Title I professional and paraprofessional staff, general education staff

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K-5 Extended Learning Time 2018-2019	During the 2018-2019 academic year and during the summer of 2018, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-Step achievement data. Programming will provide additional support in all content areas including mathematics. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use benchmark assessments or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified K-5 professionals and paraprofessionals
K-5 Academic Academy Block 2018-2019	Pellston elementary staff, Title I professional and paraprofessional staff will implement a 30 minute intervention in ELA for each grade level K-3 and 4-5. This academic block will be in addition to the core instructional block provided at each grade level. At each grade level, students will be screened to identify individual student needs. Identified students will receive small group instruction on specifically identified informational reading standards.	Academic Support Program	Tier 2	Monitor	09/01/2018	06/30/2019	\$0	Title I Professional Staff, Paraprofessionals, and General Education Teachers
K-5 Little Hornets Preschool 2018-2019	Pellston Elementary School houses two preschool-age classrooms. Most slots are funded using GSRP funds. Additional slots could be funded using the supplemental source of Title I Part A, At-Risk funds as well as in-kind funds.	Direct Instruction, Supplemental Materials, Academic Support Program	Tier 1	Monitor	09/01/2017	06/30/2019	\$0	Building administrator, preschool teacher, preschool staff

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<p>K-5 Extended Learning Time 2018-2019</p>	<p>During the 2018-2019 academic year and after school and during the summer of 2019, students in K-3 (primary focus) and grades 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and M-STEP achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use math assessment results to provide additional support to students identified as at-risk in grades K-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.</p>	<p>Academic Support Program</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/01/2018</p>	<p>06/30/2019</p>	<p>\$0</p>	<p>Identified K-5 professional and paraprofessional staff.</p>
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K-5 Leveled Reading Material 2018-2019	Classroom teachers, Title I professional and paraprofessional staff will increase student engagement through the use of leveled readers, both from the leveled book room and supplemental materials purchased with the implemented research-based reading series, with students during the academic Academy Block (Tier II intervention) time. Staff will also work with the Literacy Consultant/facilitator to model engagement strategies to be used with the core reading program and available supplemental materials. Leveled books facilitate student engagement as they read and comprehend various types of texts, exposing them to information and vocabulary they can understand, allowing students to gain background knowledge that will help them move to higher level texts. It also promotes success in all students, particularly those on the lower spectrum. The Leveled Book room in our school allows general education teachers, Title I professional and paraprofessional staff to quickly access appropriate reading materials for students based on that student's reading level and to focus on the teacher's reading instructional objectives for that lesson. To better address fluency and student engagement in reading, a variety of high interest leveled fluency books and Reader's Theater have been purchased.	Supplemental Materials	Tier 2	Monitor	09/01/2018	06/30/2019	\$0	Title I professional and paraprofessional staff, special education and general education teachers, K-5.
K-5 IXL Math 2018-2019	Utilizing flexible grouping throughout the year, in Kindergarten through grade five students will use web-based IXL mathematics as a tool to supplement daily mathematics instruction in the common core.	Technology	Tier 2	Implement	09/01/2018	06/30/2019	\$1500	General education teachers K-5, Title I staff and paraprofessionals

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K-5 Home/School Liaison 2018-2019	Home/School Liaison will work in collaboration with building administration and district staff to support implementation of Title I Parent Engagement Programming. Home/School Liaison will provide support and connections for parents related to planned Parent Engagement Programming evenings throughout the school year (monthly events) Employee will attend Parent Engagement Evenings, collect feedback from families and share feedback with district Title I Coordinator. Home/School Liaison will serve as an intermediate support/connection collaborator in the case of working with families and the school Homeless Liaison and/or other community agencies agencies such as the Hornet Health Center and Women's Resource Center, etc. Home/School Liaison will serve as a positive role model for students, staff, and parents/guardians with a purpose of nurturing long term student success and success at school.	Community Engagement, Parent Involvement	Tier 2	Getting Ready	09/04/2018	06/30/2019	\$25000	building administrator
K-5 Title I Family Evenings 2018-2019	Title I Family Nights (1) will include information related to engaging children in science activities related to the NGSS/MSS	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2019	\$500	Title I professionals and paraprofessionals.
K-5 Title I Family Evenings 2018-2019	Title I Family Nights (1) will include information related to engaging children in mathematics activities.	Academic Support Program, Parent Involvement	Tier 2	Implement	09/01/2018	06/30/2019	\$500	Title I staff and general education staff

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
K-5 Hornet's Nest Preschool 2018-2019	Utilizing Regional Enhancement Millage funds, Pellston Public Schools will be starting a new preschool program designed specifically for three year old students. This program will service identified students four days per week for approximately 32 weeks per school year.	Behavioral Support Program, Academic Support Program	Tier 1	Getting Ready	09/01/2018	06/30/2019	\$86000	Preschool Coordinator, building administrator, new staff: Lead teacher, associate teacher and third staff person

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K-12 Professional Learning Full Value Agreement 2018-2019	Administrators will monitor the instructional atmosphere and the quality of relationships (teambuilding) within the classrooms. The goal of fostering collaborative relationships within each classroom will serve as the basis for high-quality feedback and effective discourse which will be monitored through principal walk throughs and the 5d+ observation and evaluation system.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2018	06/30/2019	\$0	K-12 staff and administration
K-5 Teaching, Education and Mentoring (TEAM) 2018-2019	School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff and Liaison Officer
K-5 Extended Learning Time 2018-2019	During the 2018-2019 academic year and during the summer of 2018, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-3 and 4-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next, benchmark assessments or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	K-12 identified professional and paraprofessional staff
K-5 Little Hornets & Hornets Nest PreSchool 2018-2019	Pellston Elementary School houses two four year old preschool-age classrooms and for the fall of 2019 will add a third classroom that will serve sixteen three year old students. Many of the students in the four year old program are funded using GSRP funds. Additional students could potentially be funded using the supplemental funding sources such a grant funds and Regional Enhancement Millage funds.	Behavioral Support Program, Academic Support Program	Tier 1	Monitor	09/01/2018	06/30/2019	\$190000	Preschool Director, Preschool Staff, building administrator

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K-5 Teaching, Education and Mentoring (TEAM) 2018-2019	School Liaison Officer will work with building level administration to identify which units will be appropriate to specific grade levels of students based on the results of the SRSS data.	Behavioral Support Program, Academic Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff and Liaison Officer
K-12 Positive Behavioral Interventions and Supports 2018-2019	Pellston Public School (K-12) is a participant in a MiBLSI PBIS Grant acquired by the CharEm ISD. The district is in Year II of the grant cycle. Many of the components of PBIS are currently partially in place within the elementary building because of past participation with this grant. Participation in this two year grant will enable the building to rebuild and expand structures that in the past have been in place. This grant will address all tiers of behavior within the building and its classrooms.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	Pre-K-5 staff, counselors, administrators
K-12 Multi-Tiered System of Support 2018-2019	The team will participate in a multi-tiered system of support tri-annual meetings with district and ISD staff regarding implementation of a effective early intervention for students in K-3 and the literacy and mathematics needs of early adolescents in grades 6-9.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2019	\$0	All K-12 administrative staff (Principals and Superintendent)
K-5 Extended Learning Time 2018-2019	During the 2018-2019 academic year and during the summer of 2018, students in K-3 and 4-5 will be identified for extended learning opportunities beyond the regular school day. Funding will provide extended day learning opportunities for students identified by one or more sources: teacher recommendations, progress monitoring, local and historical MEAP/M-Step achievement data. Programming will provide additional support in all content areas including mathematics. Staff in this program will use Delta Math assessment results to provide additional support to students identified as at-risk in grades K-3 and 4-5. The results of the assessments will enable staff to create intervention/academic support groups for students based on specific skill achievement. Staff will use DIBELS Next or other CBM assessment results to provide additional ELA or content area reading in science and social studies support to students identified as at-risk of failure. The results of the screening assessments enable staff to provide support for students in specifically identified deficit areas in reading fluency and reading comprehension.	Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Identified professional and paraprofessional staff

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K-12 Math Collaborative 2018-2019	K-5 Staff will participate in local and ISD math collaborative professional development during the school year (October 4, 2018, December 13, 2018 and March 14, 2019, BOYNE CHAREM ISD Office: Math Manipulatives October 24, 2018 and February 28, 2019, Math Fractions November 20, 2018 and April 18, 2019). These collaboratives will assist staff in adding rigor and relevance to daily mathematical instruction incorporating the Common Core State Standards.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-5 professional staff
K-5 Data Review 2018-2019	All staff will review Eureka/Engage NY math data with building administration in an effort to self-monitor instructional practices and student remediation. This review will occur three times during the academic year. Teachers will meet at least six additional times throughout the school year as professional learning communities to review content area student achievement data.	Academic Support Program, Teacher Collaboration	Tier 2	Implement	09/01/2018	06/30/2019	\$0	General education staff, Title I staff and building administration
K-12 Student Risk Screening Scale 2018-2019	All professional staff will use the Student Risk Screener Scale (SRSS) to identify social/emotional needs of students with the classroom, grade level and building, using this as one piece of data for groups of and individual students. Building level counselor will be used as a source for Tier II students in need of behavior/SEL support. Tier II and Tier III students, where appropriate will be referred to the on-site Hornet Health Center and/or other community agencies.	Behavioral Support Program	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 staff and administration, Counselor, Hornet Health Center
K-5 Adaptive Schools Professional Learning 2018-2019	In addition to the leadership team of ten staff members, additional staff members will support the K-12 Adaptive Schools initiative in an intensive effort to improve the school climate/culture at Pellston Schools. All staff members will participate in training utilizing the services of a school climate/culture consultant/expert.	Professional Learning	Tier 1	Implement	09/01/2018	06/30/2019	\$0	K-12 leadership team and all K-12 staff members
K-12 Student Success Coordinator 2018-2019	Student Success Coordinator will identify students for behavioral support based of Office Discipline Referrals from previous school year. Coordinator will utilize a variety of Tier II strategies such as check-in/check-out system with identified students. Coordinator will work collaboratively with building level administrator to organize, record and analyze ODRs in an effort to proactively respond to trend and classroom referral data.	Behavioral Support Program, Academic Support Program	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Student Success Coordinator

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K-12 Multi-Tiered System of Support Administrative Training 2018-2019	The K-5 building along with the school district will continue to implement the process of being increasingly systematic in documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. The building will strive to change the way its school supports its students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.	Professional Learning	Tier 2	Implement	09/01/2018	06/30/2019	\$0	Administrative Team (principals and superintendent)
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