

2019-2022 District Improvement Plan for the Public Schools of Petoskey

Public Schools of Petoskey

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Overview

Plan Name

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Plan Description

This is a three-year plan with both district-wide organizational goals and content-specific proficiency goals. These goals build on K-12 measurable objectives and include strategies and activities that are tied to district/building teaching and learning targets. All are based on school/district data dialogues and evidence-based strategies that support student and staff growth

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 English Language Arts, Mathematics, Science, & Social Studies	Objectives: 1 Strategies: 3 Activities: 43	Academic	\$487000
2	Public Schools of Petoskey's systems of support and interaction with students will reflect a trauma-informed school culture.	Objectives: 1 Strategies: 1 Activities: 15	Academic	\$679000

Goal 1: All students will demonstrate proficiency in English Language Arts, Mathematics, Science, & Social Studies

Measurable Objective 1:

70% of All Students will increase student growth scoring at or above benchmark on each of the readiness standards including Math, Science, Social Studies & EBRW in English Language Arts by 06/03/2022 as measured by local (e.g., District or PLC determined), state (e.g., M-STEP, MME, PSAT, & SAT), and national assessments (e.g., NWEA, DRA3, DIBELS)..

Strategy 1:

Data-Driven Dialogues - Strategy Statement:

District administrators, building administrators, and instructional staff will use the data dialogue process and protocols to analyze data that informs decisions about placement, program, policy, and practice. Data driven dialogues will serve as the foundation for how instruction is evaluated for efficacy and fidelity and serve as the mechanism for continuous improvement. During the data dialogues, the following three structural components will be included: Activate & Engage (predictions and assumptions), Explore & Discover (making rough and refined observations), and Organize & Integrate (causal factors/root cause and action planning). Data dialogues will be committed to the school calendar as protected times throughout the school year for teacher collaboration around student learning, and will follow established instructional assessment and planning cycles. These meetings will be scheduled three times throughout the year (Fall/Winter/Spring), to align with the end of each trimester and assessment window.

Category: English/Language Arts

Research Cited: Research:

Lipton, L. & Wellman, B. (2011). Groups at work: Strategies and structures for professional learning. Sherman, CT: MiraVia, LLC.

Lipton, L., & Wellman, B. M. (2012). Got data? now what?: Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree Press.

Love, N. (2009). Using data to improve learning for all: A collaborative inquiry approach. Thousand Oaks, CA: Corwin.

Love, N., Stiles, K.E., Mundy, S., & DiRanna, K. (2009). The data coach's guide to improving learning for all students: Unleashing the power of collaborative inquiry. Thousand Oaks, CA: Corwin.

Wellman, B. & Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. Sherman, CT: MiraVia, LLC.

Tier: Tier 1

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Activity - Activity #1: Provide Initial Data-Driven Dialogue Professional Learning (2019-2022)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each year, new building/district leaders, school improvement team members, and instructional staff members (along with current staff requests by teacher or administrator) will receive initial training provided by our District Data Coordinator, Teaching & Learning Director, or an alternative, well-qualified trainer or teacher leader on the use of the Data-Driven Dialogue (DDD) processes. Customized professional learning will be provided to meet team or individual needs in response to aggregate team data collected through the "District Data Team Self-Assessment" (authored by the Massachusetts Department of Elementary and Secondary Education), by specific PIVOT 5D+ educator data, or by self-determined needs or requests. This data will also serve as a baseline from which to measure progress and growth in data-driven practices.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	General Fund, Title II Part A	Superintendent, Director of Teaching & Learning, District Data Coordinator, & Building Principals
Schools: All Schools								

Activity - Activity #1: Analyze & Improve Illuminate Data Integrity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators, the Teaching & Learning Director, and the District Data Coordinator will work with the ISD to ensure the data integrity of assessment files uploaded to Illuminate. District Data Coordinator, along with any individuals in the district/school responsible for assessment data entry, will participate in a webinar entitled "Moving Data Practices Forward" or a follow-up training to ensure the timeliness and integrity of assessment files being uploaded in Illuminate. An outcome of the training is that key individuals in the process will be able to prevent or identify any shortcomings in their data entry and upload process that could or do compromise data integrity.	Technology	Tier 1	Getting Ready	08/01/2019	06/03/2022	\$5000	General Fund	Superintendent, Building Administrators, the Teaching & Learning Director, District Head of Technology, and the District Data Coordinator
Schools: All Schools								

Activity - Activity #1: Participate in Illuminate Basic Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All instructional staff (new to the district or requested) will be provided with access to training, in the form of five online webinars produced by Char-Em ISD or through our District Data Coordinator or Teaching & Learning Director, around how to use Illuminate as a data management and instructional tool. Staff can select any one, more, or all, of these webinars to customize training to their needs or meet with the District Data Coordinator concerning certain aspects of use. Webinar or internal Illuminate workshop topics include:	Technology	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$5000	General Fund	Superintendent, Director of Teaching & Learning, District Data Coordinator, Technology Director, and Principals
Schools: All Schools								

Activity - Activity #2: Conduct Data Driven Dialogues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building data or school improvement teams will conduct a minimum of three data driven dialogues (beginning of year, mid-year, end-of-year), following the DDD protocol, using fidelity and outcome data identified to assess the implementation and impact of school improvement strategies. District Data Coordinator or Teaching & Learning Director will work in conjunction with other district administrators, teacher leaders, and the ISD School Improvement & Data Coordinator (as needed) to assist in the identification and collection of data, meeting and agenda planning, development of data displays, and/or facilitation of the data dialogue. Data dialogues will include a thorough examination of root cause(s) that informs action planning that result in the selection of high-leverage strategies that match causal factors. Continuation of additional data dialogues will be used to measure the effectiveness level of these strategies and further related actions. Literacy Coaches will utilize data action plans and outcomes as they support teachers and their classroom in Literacy Essentials and coaches will continue to be provided training that aligns to needed supports uncovered during the literacy data dialogue journey.	Implementation	Tier 1	Implement	08/28/2019	06/03/2022	\$6000	General Fund, Title II Part A	Superintendent, Building Principal, District Data Coordinator, and Teaching & Learning Director will work in conjunction district teacher leaders, and (at times) the ISD School Improvement Coordinator
Schools: All Schools								

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Activity - Activity #2: Support of Teacher Participation Around Data Management & Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In addition to PLC PD dates & times, teachers participating in data reviews will be provided release time from their classroom and substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support the work. Stipends will be provided to select staff for any additional time that is needed (per the administrative team) to help with these tasks or to plan for current and future needs of evidence-based strategies or resources. Mentor teachers will support their mentees in this area as well. Schools: All Schools	Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	General Fund, Title IV Part A	Superintendent, Teacher Leaders, Building Principals, Director of Teaching & Learning, & District Data Coordinator

Activity - Activity #2: Conduct an Assessment Inventory and Update	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Data Coordinator, K-12 building administrators, and/or the Teaching & Learning Director will annually conduct a comprehensive assessment inventory (through dialogue with instructional staff, teacher leaders, administrators, and PIVOT 5D+ data) that includes a list of all benchmark, interim, and summative assessments currently utilized in each grade level and content area. All instructional staff will be provided an opportunity for input with regard to the quality of instructional information the current assessment plan yields, as well as perceptions of current gaps and redundancies in the assessment plan. Staff input will be used as a data point for the annual refinement of the assessment plan. Schools: All Schools	Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	General Fund	Superintendent, District Data Coordinator, K-12 Building Administrators, Building Principals, & Director of Teaching & Learning

Activity - Activity #2: Establish a Data Review Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Building administrators (K-12), the District Data Coordinator, and the Teaching & Learning Director, in collaboration with members of the district and school improvement/data teams, will develop an annual calendar that includes a minimum of three dates (beginning of year, mid-year, and end-of-year) to review fidelity and outcome data related to school improvement strategies. Subgroup data (e.g., economically disadvantaged, special education, male/female, Native American, 2 or more races, etc.) will be compared to "all student" data and used to identify and program for group-specific learning needs and subgroups to target for MTSS and flexible group supports. The end-of-year data review will also include a comprehensive data review (needs assessment) inclusive of demographic, academic, perception, and process data. The comprehensive data review along with fidelity and outcome data specific to school improvement and district improvement strategies will be used to chart a course and make adjustments to school and district improvement plans. Similarly, the calendar will include minimally three opportunities, scheduled individually, for teachers to review their own classroom data.	Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	General Fund	Building Administrators (K-12), the District Data Coordinator, and the Teaching & Learning Director, in collaboration with members of the district and school improvement/data teams
Schools: All Schools								

Activity - Activity #2: Utilize Illuminate as an Instructional Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize the Literacy Body of Evidence for grades K-3, based on the Illuminate platform, to increase their understanding of and instructional responses to student learning strengths and challenges. Likewise, K-12 teachers will gain increased understanding of the uses of Illuminate to guide instruction based on their students' strengths and challenges. All teachers will have the opportunity to complete 1 to 5 of the Illuminate training modules (with paid \$30/hr. stipends if beyond school hours) or have similar training from the District Data Coordinator or Director of Teaching and Learning. The desired outcome is that our K-12 teaching staff will be able to show evidence of using Illuminate to filter assessment tools and utilize features to inform their instruction.	Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	Title II Part A, General Fund, Title VI Part B	Building Principals, Literacy Coaches, District Data Coordinator, & Director of Teaching and Learning.
Schools: All Schools								

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Activity - Activity #3: Action Plan Development & Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data dialogues will result in clear and actionable written plans at the district, building/school, grade/PLC, department, and classroom level(s). Action plan "Look Fors" will include (sometimes using stipend pay): • A focus on identified causal factors, • Address all student and group-specific learning needs, • High leverage strategies that target the root cause and specific student learning needs, and • A specific monitoring plan for actionable items (i.e., How will we know our action plan is producing the intended results?). Schools: All Schools	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/28/2019	06/03/2022	\$10000	General Fund, Title II Part A	District & Building Administrators, District Data Coach, Teacher Leaders, Grade-Level PLCs, & Individual Teachers

Activity - Activity #3: Data Driven Dialogue Observations, Feedback, and Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators, the District Data Coordinator, & the Teaching & Learning Director will engage in data/school improvement data driven dialogues to observe, learn about, provide feedback around, and support implementation and monitoring efforts. Administrators will use the Data Driven Dialogue process "cheat sheet" (e.g., as provided by the ISD) or district worksheets and protocols to assist in monitoring, providing feedback around, and supporting their data/school improvement teams in developing effective data dialogue skills. Coaching support, as needed or requested (with appropriate stipend pay), will be provided by the District Data Coordinator or other district administrators and may include guided facilitation, modeling, and/or coaching and feedback cycles. Schools: All Schools	Monitor, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	General Fund, Title II Part A	Building Administrators, the District Data Coordinator, & the Teaching & Learning Director

Activity - Activity #3: Annual Staff Perception Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers and building/district administrators will have an opportunity to provide anonymous feedback on initiative implementation through an annual perception survey or specific, district-wide dialogue question & answer. At minimum, the survey concerning district-wide dialogue will gather feedback on perceived readiness or skill levels, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	General Fund	Teachers & Administrators in the District
Schools: All Schools								

Activity - Activity #3: Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building, district, and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk-through data, staff perception data, and district-dialogue Q&As will be considered to guide completion of the PET.	Evaluation	Tier 1	Implement	06/30/2020	06/30/2022	\$1000	General Fund	Building, district, and teacher leaders
Schools: All Schools								

Activity - Activity #3: Outcome Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baseline state and national assessment data (e.g., M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring tests and serve as a foundation for measuring impact in years two and three of strategy implementation.	Evaluation, Monitor	Tier 1	Implement	06/07/2019	06/03/2022	\$1000	General Fund	All District Administrators, Teacher Leaders, & the District Data Coordinator
Schools: All Schools								

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Activity - Activity #3: Support of Teacher Participation & Understanding Around Data Monitoring and Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers participating in data dialogues, monitoring, or evaluating endeavors will be provided release time from their classroom with substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support this work. Stipends will be provided to select staff (per the administrative team) for additional time that is needed to help with these tasks and to plan for/learn to implement strategies (using evidence-based strategies or resources) to improve student learning.	Evaluation, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Title II Part A, General Fund	District & Building Administrators, Teacher Leaders, & Select Teachers
Schools: All Schools								

Strategy 2:

Collective Teacher Efficacy - Teacher Efficacy and the District's Focus on Reading, Writing, Speaking, & Technology Across the K-12 Curriculum: District, building, and teacher leaders will work collaboratively to create the six enabling conditions most strongly correlated with high degrees of collective teacher efficacy leading to high degrees of student growth (i.e., the shared belief of the staff in their ability to positively affect students):

- Advanced Teacher Influence,
- Goal Consensus,
- Teacher Knowledge About One Another's Work,
- Cohesive Staff,
- Responsiveness of Leadership, and
- Effective Systems of Intervention.

In addition to implementation of the six enabling conditions for Collective Teacher Efficacy to enhance reading, writing, speaking, and technology across the K-12 curriculum, Thinking Collaborative's Cognitive Coaching model suggests a high degree of reciprocity between efficacy and craftsmanship. Thus, the greatest yields in student learning will arise from a combined school improvement focus on Collective Teacher Efficacy with other initiatives known to build craftsmanship (i.e., Larry Ainsworth's work around High Quality Teaching & Learning or HQTl, School-wide PBIS, Data Driven Dialogues, Social and Emotional Learning, The Motivated Brain, and Essential Instructional Practices in Early Literacy, College & Career Readiness). John Hattie and his team have presented Collective Teacher Efficacy as the "new number one" influence on student achievement with an effect size of 1.57.

Growing evidence accumulated over recent decades demonstrates a consistent link between students' social and emotional well-being, mental health, their school success, and academic achievement. In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those who have been impacted by traumatic stress. Those adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is to not only provide tools to cope with extreme situations but to create an underlying culture of respect and support.

Category: Career and College Ready
Research Cited: Research:

Adams, C. M., & Forsyth, P. B. (2006). Proximate sources of collective teacher efficacy. *Journal of Educational Administration*, 44(6), 625–642.

Frey, N., Fisher, D., & Smith, D. (2019). *All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*. VA: ASCD.

Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117–148.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W.H. Freeman and Company.

Bloomberg, P., & Pitchford, B. (2017). *Leading Impact Teams: Building a Culture of Efficacy*. Thousand Oaks, CA: Corwin Press.

Cantrell, S., & Callaway, P. (2008). High and low implementers of content literacy instruction: Portraits of teacher efficacy. *Teaching and Teacher Education*, 24(7), 1739–1750.

Donohoo, J. (2017). *Collective efficacy: How educators' beliefs impact student learning*. Thousand Oaks, CA: Corwin.

Eells, R. (2011). *Meta-analysis of the relationship between collective efficacy and student achievement*. Unpublished doctoral dissertation. Loyola University of Chicago.

Garmston, B. and Wellman, B. (2009). *The Adaptive School: A Sourcebook for Developing Collaborative Groups*, pp. 27-43.

Goddard, R. D. (2002). A theoretical and empirical analysis of the measurement of collective efficacy: The development of a short form. *Educational and Psychological Measurement*, 62(1), 97–110.

Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2004). Collective efficacy beliefs: Theoretical developments, empirical evidence, and future directions. *Educational Researcher*, 33(3), 3–13.

Gregory, G. and Kaufedit, M. (2015). *The Motivated Brain: Improving Student Attention, Engagement, & Perseverance*. VA: ASCD.

Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers' College Press.

Hattie, J. (2016, July). *Mindframes and Maximizers*. 3rd Annual Visible Learning Conference held in Washington, DC.

Hattie, J. A. C., & Zierer, K. (2018). *Ten Mindframes for Visible Learning: Teaching for Success*. Routledge.

Klassen, R. (2010). Teacher stress: The mediating role of collective efficacy beliefs. *The Journal of Educational Research*, 103(5), 342–350.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works*. Alexandria, VA: ASCD.

Sampson, R., Raudenbush, S., & Earls, F. (1997). *Neighborhoods and violent crime: A multilevel study of collective efficacy*. *Science*, 277(5328), 918–924.

Tschannen-Moran, M., & Barr, M. (2004). *Fostering student learning: The relationship of collective teacher efficacy and student achievement*. *Leadership and Policy in Schools*, 3(3), 189–209.

Tier: Tier 1

Activity - Activity #1: Baseline Collective Teacher Efficacy Data and Consistent Professional Development for New Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All K-12 teachers, support staff, and administrators will engage in the following assessments to determine aggregate baseline levels of CTE and engage in self-reflection around individual CTE levels: - Determine Collective Efficacy Beliefs: All teachers will complete either Goddard & Hoy's (2003) Collective Efficacy Scale OR Tschannen-Moran's (n.d.) Collective Teacher Belief Scale. - Determine Enabling Conditions: All teachers will complete the "Enabling Conditions for Collective Teacher Efficacy Questionnaire" provided in Jenni Donohoo's book, Collective Efficacy: How Educator's Beliefs Impact Student Learning (2017). - Determine Characteristics of the Collaborative Leadership Inquiry Continuum: Provided in Jenni Donohoo's book, Collective Efficacy: How Educator's Beliefs Impact Student Learning (2017).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	Title II Part A	District & Building Administrators
Schools: All Schools								

Activity - Activity #1 : Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All K-12 teachers will engage in initial, consistent learning around Collective Teacher Efficacy (CTE) that increases their understanding of what CTE is, the six enabling conditions for CTE, and the effect of CTE on student achievement. Teachers will read Collective Efficacy articles and view videos of leading researchers J. Donohoo, P. Bloomberg, B. Pitchford, or J. Hattie to engage in jigsaw-type discussions within grade level/department teams around prepared question guides during established PLC meeting times or curriculum meetings. Meeting agendas will include time for staff to organize and synthesize group/self-learning goals. All grade-level PLCs will meet complete reflection sheets after each curriculum committee meeting to discuss efficacy across various academic areas. Principals will provide time at staff meetings to do deliberate practice of lesson delivery with grade level peers. (following a push/praise delivery model).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$11000	Title II Part A, General Fund	District & Building Administrators, District Coaches, and Teacher Leaders
Schools: All Schools								

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Activity - Activity #2: Advanced Teacher Influence	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$30000	General Fund, Title II Part A	District/Builing Administrators and Char-Em
Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQT), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (gein), Data Driven Dialogues, Accessing Informational Texts, Reading and Writing (all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.								
Schools: All Schools								

Activity - Activity #2: Goal Consensus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will have opportunities to engage in “goal consensus” which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQT). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling “why”), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals).	Professional Learning, Communication	Tier 1	Implement	08/28/2019	06/03/2022	\$35000	General Fund, Title II Part A	District/Builing Administrators, Teachers, & Char-Em Staff
Schools: All Schools								

Resource-Developing a Shared Vision Protocol from Jenni Donohoo’s Collective Efficacy: How Educators’ Beliefs Impact Student Learning.

Activity - Activity #2: Teachers’ Knowledge About One Another’s Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_ifsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers' instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD's Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another's classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change. Classroom observation protocols to be used: https://education.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	General Fund	District/building administrators and all K-12 Teachers
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Schools: All Schools

Activity - Activity #2: Cohesive Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	Title II Part A	District/Builing Administrators and Teacher Leaders
Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning.								
Schools: All Schools								

Activity - Activity #2: Responsiveness of Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned.	Policy and Process, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	General Fund	District/Builing Administrators
Schools: All Schools								

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Activity - Activity #3: Conduct Data Reviews for Continuous Improvement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
2. Data/school improvement team members will participate in a minimum of three data reviews (beginning of year, mid-year, and end-of-year) using the Wellman & Lipton data dialogue process and protocol. Teams will analyze perception data from successive administrations of the surveys selected in the getting ready to implement phase and data collected to monitor intervention effectiveness in addition to other demographic, academic, process, and perception data being collected. Data dialogues will result in written action plans that clearly define the continuous improvement steps to be taken, with specific attention to any adjustments necessary to support Collective Teacher Efficacy efforts and effective interventions for students.	Evaluation, Policy and Process	Tier 1	Monitor	08/28/2019	06/03/2022	\$10000	General Fund	District & Building Improvement Teams and PLCs
Schools: All Schools								

Activity - Activity #3: Walk Throughs and Peer Teacher Observation Reflections	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will engage in walk throughs to observe, learn about, and support intervention implementation efforts and the enabling conditions for Collective Teacher Efficacy. Observation feedback will focus on coaching to the desired adult skills and behaviors and administrator-teacher dialogue will reflect understanding of the seven norms of collaboration.	Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	General Fund	Building Principals
Schools: All Schools								

Activity - Activity #3: Child Study/Intervention Meeting Action Plan Monitoring (CTMs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Building administration will monitor the quality of action plans for the selection of high leverage, research-based intervention strategies, specificity of intervention instruction, frequency and duration of interventions being provided, and assessment data-strategy alignment.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	No Funding Required	Building Principals
Schools: All Schools								

Activity - Activity #2: Effective Systems of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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1. Advanced Teacher Influence Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (gein), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments. 2. Goal Consensus Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQTL). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling "why"), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals).	Academic Support Program, Policy and Process	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	General Fund	Building and teacher leaders, along with the Literacy Coaches, District Data Coordinator, and Teaching and Learning Director
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Resource-Developing a Shared Vision Protocol from Jenni

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Resource-Developing a Shared Vision Protocol from Jenni Donohoo's Collective Efficacy: How Educators' Beliefs Impact Student Learning. 3. Teachers' Knowledge About One Another's Work Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_ifsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers' instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD's Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another's classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change. Classroom observation protocols to be used: https://education.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive 4. Cohesive Staff Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs. Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-									
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http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning. 5. Responsiveness of Leadership District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen 1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned. 6. Effective Systems of Intervention Building leaders and data/school improvement team members will evaluate the effectiveness of intervention systems over time using the following beginning, middle and end-of-year data: • Number of students below benchmark in ELA and Math by grade level and building • Number of students currently receiving Tier 2 or 3 interventions by grade level and building • Number of students exiting Tier 2 or 3 interventions by grade level and building • % of IEP goals met by building • % of students in building not receiving additional support outside of the scope of Tier 1 general education instruction • % of students making adequate growth/progress by program (i.e., Cloud Nine, Fundamentals, etc.) • Total number of minutes spent in Tier 2 and 3 interventions by students at each grade level and by building Data collected will be used to inform decision making around student placement, programs, policies, and protocols that influence and/or directly impact the success of intervention systems. Building and teacher leaders, along with the Literacy Coaches.									
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Building and teacher leaders, along with the Literacy Coaches, District Data Coordinator, and Teaching and Learning Director, will identify grade level benchmarks/targets for fall, winter, and spring on assessments included in the building assessment plan. Benchmarks will be selected in accordance with publisher intended guidelines and linking studies to state assessment proficiency benchmarks when available. Grade-level benchmarks will be clearly communicated to all instructional staff and parents through: Publications, phone calls, parent teacher conferences, and IRIPs. In addition, a system for identification of students needing Tier 2 and/or 3 support that includes clear criteria for Tier 2 and 3 service delivery will be defined and communicated to all instructional staff. Tier 2 services in ELA (especially reading) will be prioritized to students who show a clear pattern of below benchmark performance on two or more established benchmark measures. For NWEA, this would include falling below the 40th percentile, scoring below college and career readiness standards on PSAT, and/or failing two or more core courses.) Teachers and paraprofessionals will engage in frequent intervention meetings (at least 3-times per year) to review the progress of each child receiving Tier 2 and/or 3 supports in making toward ELA (Reading & Writing) and Math grade level benchmarks. At minimum, meetings will include the general education teacher most closely associated with the child's area of need/support, the paraprofessional providing flexible group support, a Literacy and Data Coach, any additional support team interventionists (e.g., speech therapists, occupational therapists, school social worker, school psychologist, etc.), and the building administrator. Participants will bring relevant data (e.g., assessment scores, work samples, self-assessments, etc.) to the meeting as evidence of the progress made toward identified goals. As an outcome of data review, the team will make a decision to either continue current instructional supports as designed (student is making adequate progress), refine or change instructional time, frequency, or supports (student is not making adequate progress) or discontinue instructional supports (student is at benchmark). The team will construct an action plan for each child that clearly defines interventions to be provided moving forward. Building administrators will work collaboratively with teachers and the District Teaching and Learning Director to develop instructional schedules whereby students receiving Tier 2 and 3 supports remain in the general education setting during all core instruction blocks. All staff work in concert to protect general education (Tier 1) educational opportunities for all students. Schools: All Schools									
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Activity - Activity #3: Annual Staff Perception Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have an opportunity to anonymously give feedback on initiative implementation through an annual perception survey. At minimum, the survey will gather feedback on perceived readiness, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	No Funding Required	Teachers and Building Administrators
Schools: All Schools								

Activity - Activity #3: Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk through data, and staff perception data will be considered to guide completion of the PET.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	No Funding Required	Building Principals & Teacher Leaders
Schools: All Schools								

Activity - Activity #3: Outcome Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baseline state assessment data (M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring 2019 tests and serve as a foundation for measuring impact in years two and three of strategy implementation.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	No Funding Required	Building/District Administrators, Teachers, Literacy Coaches, & District Data Coordinator
Schools: All Schools								

Strategy 3:

High Quality Teaching & Learning - Teachers function in collaborative teams with same-content and grade-band educators across Char-Em ISD to identify priority and supporting standards, develop learning targets, write success criteria, create learning progressions, and align formative assessments to ensure a guaranteed and viable curriculum exists for all students.

Category: Other - Organizational Goal

Research Cited: Ainsworth, L., & Viegut, D. (2006). Common formative assessments: how to connect standards based instruction and assessment. Thousand Oaks, Calif.: Corwin Press.

Ainsworth, L. & Viegut, D. (2014). Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment. Thousand Oaks, Calif.: Corwin Press.

Prioritizing tThe Common Core: Identifying the Specific Standards to Emphasize the Most. Englewood, CO: Lead+Learn Press, 2013.

Marzano, R., Yanoski, D., Hoegh, J. & Simms, J. (2013). Using Common Core Standards to Enhance Classroom Instruction and Assessment. Marzano Research Laboratory.

Popham, W.J. (2003). Test better, teach better: The Instructional Role of Assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, Douglas. Making Standards Work. Englewood, CO: Lead+Learn Press, 2002.

Tier: Tier 1

Activity - Activity #1: School Readiness	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to full implementation. School readiness steps include providing an overview of the implementation activities and timeline to all instructional staff, securing at least 80% support from participation in collaborative learning teams, securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Implementation	Tier 1	Getting Ready	08/28/2019	08/26/2020	\$15000	Title II Part A, General Fund	District/Building/Teacher Leaders and Teachers
Schools: All Schools								

Activity - Activity #1: Building a Scale-Up Plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA (and perhaps 9-12 Science), the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Professional Learning, Communication	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$25000	General Fund	District, building, and teacher serving in collaborative ISD-wide teams
Schools: All Schools								

Activity - Activity #1: Ongoing Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will continue the work of unit design (e.g., development of priority standards, learning targets, success criteria, learning progressions, and formative assessments) in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	General Fund	District and school leaders, teachers, & ISD learning leaders
Schools: All Schools								

Activity - Activity #2: Model Unit Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers included in ELA (and potentially secondary Science) will implement, as defined in the building scale-up plan, the model unit constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$35000	Title IV Part A, General Fund, Title II Part A	Teachers and Building/District Administrators
Schools: All Schools								

Activity - Activity #2: Implementation of Additional Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will implement, as defined in the building scale-up plan, units constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$30000	Title II Part A, General Fund	Teachers & Building Principals
Schools: All Schools								

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Activity - Activity #2: Professional Collaboration Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will have opportunities to collaborate around implemented units during the school year through/during PLCs, strategic planning committee meetings, vertical core teams, etc. Agendas for this time will be grounded in data analysis, providing a platform for dialogue around the successes and challenges of implementation, lesson design and assessment creation, supports for students in relationship to learning progressions, and desired instructional supports.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	General Fund, Title II Part A	Teachers, Building Administrators, & Teaching & Learning Director
Schools: All Schools								

Activity - Activity #2: MTSS Integration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize the formative assessment data collected to inform decisions related to the supports necessary for individual student success. Tier 2 and 3 intervention goals and progress monitoring will reflect a focus on priority standards and the degree of student mastery achieved. Program and student placement decisions will be largely based on a student's learning in relationship to established learning progressions following district placement and programming norms for Tiers 2 & 3.	Academic Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	General Fund	Teachers & Building Principals
Schools: All Schools								

Activity - Activity #3: Formative Assessment Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will collect and analyze formative assessment data using the Wellman & Lipton data dialogue process to gain an understanding of the strengths and supports needed at the individual student, subgroup, (e.g., special education, economically disadvantaged, male/female, etc.), classroom, and grade level. Data dialogues will be held at least three times annually.	Evaluation, Teacher Collaboration	Tier 2	Monitor	08/28/2019	06/03/2022	\$25000	General Fund	Building/District admin & teaching staff members
Schools: All Schools								

Activity - Activity #3: Walk Throughs and/or Instructional Rounds	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators/and or teams of teachers will engage in walk throughs and/or instructional rounds to observe, learn about, and support implementation efforts. Observers will use Larry Ainsworth's "Look Fors" checklist to guide them in their understanding of what high fidelity implementation looks and sounds like in the classroom.	Direct Instruction, Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	General Fund	Building, District, Teacher Leaders, & the District Data Coach
Schools: All Schools								

Activity - Activity #3: Annual Staff Perception Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have an opportunity to anonymously give feedback on initiative implementation through an annual perception survey. At minimum, the survey will gather feedback on perceived readiness, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Implementation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	General Fund	Building principals, teacher leaders, and T & L Director
Schools: All Schools								

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Activity - Activity #3: Program Evaluation Tool	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building/district-level administrators and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk through data, and staff perception data will be considered to guide completion of the PET. Schools: All Schools	Monitor, Policy and Process	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	General Fund	Building Principals, Teachers, T & L Director, & Data Coordinator

Activity - Activity #3: Outcome Data Collection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baseline state and national assessment data (M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring 2019 tests and serve as a foundation for measuring impact in years two and three of strategy implementation Schools: All Schools	Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	General Fund	Building Principals, Teachers, T & L Director, & Data Coordinator

Activity - Activity #2: Ad	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2022 District Improvement Plan for the Public Schools of Petoskey

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Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation	Professional Learning, Policy and Process	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Title II Part A	Building/District Administrators, Teacher Leaders, Char-Em Supports, & outside presenters
Schools: All Schools								

Activity - Activity #2: Teachers' Knowledge About One Another's Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Title II Part A	Building/District Administrators and Teacher Leaders
Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQT/L), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.								
Schools: All Schools								

Activity - Activity #2: Effective Systems of Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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2019-2022 District Improvement Plan for the Public Schools of Petoskey

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1. Advanced Teacher Influence Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQT), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (gein), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments. 2. Goal Consensus Teachers will have opportunities to engage in “goal consensus” which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQT). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling “why”), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals).	Policy and Process, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	General Fund	Superintendent, Building Administrators, District Learning Director, and District Data Coordinator
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Resource-Developing a Shared Vision Protocol from Jenni

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Resource-Developing a Shared Vision Protocol from Jenni Donohoo's Collective Efficacy: How Educators' Beliefs Impact Student Learning. 3. Teachers' Knowledge About One Another's Work Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_ifsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers' instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD's Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another's classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change. Classroom observation protocols to be used: https://education.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive 4. Cohesive Staff Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs. Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-									
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http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning. 5. Responsiveness of Leadership District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen 1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned. 6. Effective Systems of Intervention Building leaders and data/school improvement team members will evaluate the effectiveness of intervention systems over time using the following beginning, middle and end-of-year data: • Number of students below benchmark in ELA and Math by grade level and building • Number of students currently receiving Tier 2 or 3 interventions by grade level and building • Number of students exiting Tier 2 or 3 interventions by grade level and building • % of IEP goals met by building • % of students in building not receiving additional support outside of the scope of Tier 1 general education instruction • % of students making adequate growth/progress by program (i.e., Cloud Nine, Fundamentals, etc.) • Total number of minutes spent in Tier 2 and 3 interventions by students at each grade level and by building Data collected will be used to inform decision making around student placement, programs, policies, and protocols that influence and/or directly impact the success of intervention systems.									
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Building and teacher leaders, along with the Literacy Coaches.

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Building and teacher leaders, along with the Literacy Coaches, District Data Coordinator, and Teaching and Learning Director, will identify grade level benchmarks/targets for fall, winter, and spring on assessments included in the building assessment plan. Benchmarks will be selected in accordance with publisher intended guidelines and linking studies to state assessment proficiency benchmarks when available. Grade-level benchmarks will be clearly communicated to all instructional staff and parents through: Publications, phone calls, parent teacher conferences, and IRIPs. In addition, a system for identification of students needing Tier 2 and/or 3 support that includes clear criteria for Tier 2 and 3 service delivery will be defined and communicated to all instructional staff. Tier 2 services in ELA (especially reading) will be prioritized to students who show a clear pattern of below benchmark performance on two or more established benchmark measures. For NWEA, this would include falling below the 40th percentile, scoring below college and career readiness standards on PSAT, and/or failing two or more core courses.) Teachers and paraprofessionals will engage in frequent intervention meetings (at least 3-times per year) to review the progress of each child receiving Tier 2 and/or 3 supports in making toward ELA (Reading & Writing) and Math grade level benchmarks. At minimum, meetings will include the general education teacher most closely associated with the child's area of need/support, the paraprofessional providing flexible group support, a Literacy and Data Coach, any additional support team interventionists (e.g., speech therapists, occupational therapists, school social worker, school psychologist, etc.), and the building administrator. Participants will bring relevant data (e.g., assessment scores, work samples, self-assessments, etc.) to the meeting as evidence of the progress made toward identified goals. As an outcome of data review, the team will make a decision to either continue current instructional supports as designed (student is making adequate progress), refine or change instructional time, frequency, or supports (student is not making adequate progress) or discontinue instructional supports (student is at benchmark). The team will construct an action plan for each child that clearly defines interventions to be provided moving forward. Building administrators will work collaboratively with teachers and the District Teaching and Learning Director to develop instructional schedules whereby students receiving Tier 2 and 3 supports remain in the general education setting during all core instruction blocks. All staff work in concert to protect general education (Tier 1) educational opportunities for all students. Schools: All Schools									
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Goal 2: Public Schools of Petoskey's systems of support and interaction with students will reflect a trauma-informed school culture.

Measurable Objective 1:

A 100% increase of All Students will achieve college and career readiness. There will be a 5% annual decrease in the number of K-12 suspensions, discipline referrals connected to interpersonal conflict, and chronic absences. in Practical Living by 06/03/2022 as measured by K-12 Building and district data: suspensions, discipline referrals, interpersonal conflict, and student absences.

Strategy 1:

School & Life Success - Strategy Statement:

Teachers, support staff, and school/district administrative personnel will align their practices, policies, decisions, and interactions with students to reflect the concepts and recommended practices outlined in The Trauma-Informed School: A Step-by-Step Guide for Administrators and School Personnel by J. Sporleder and H. T. Forbes, employ non-academic supports aligned and specific to systemic and program gaps identified through the data dialogue process and root cause analysis.

Growing evidence accumulated over recent decades demonstrates a consistent link between students' social and emotional well-being, mental health, their school success, and academic achievement. In a trauma-informed school, the adults in the school community are prepared to recognize and respond to those impacted by traumatic stress. Adults include administrators, teachers, staff, parents, and law enforcement. In addition, students are provided with clear expectations and communication strategies to guide them through stressful situations. The goal is not only to provide coping tools for extreme situations but to also create an underlying culture of respect and support.

Category: Career and College Ready

Research Cited: Research:

Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. *School Psychology Quarterly*, 27(1), 51–59.

Baranowsky, A. B., & Gentry, J. E. (2015). *Trauma practice: tools for stabilization and recovery*. Toronto, Ontario: Hogrefe.

Cole, S.F., O'Brien, J.G., Gadd, M.G., Ristuccia, J., Wallace, D.L., & Gregory, M. (2005). *Helping Traumatized Children Learn: Supportive School Environments for Children Traumatized by Family Violence*. Boston, MA: Massachusetts Advocates for Children. Retrieved from http://www.massadvocates.org/documents/HTCL_9-09.pdf.

[http://www.guilford.com/cgi-bin/cartscript.cgi?page=pr/crone2.htm&dir=edu/PIS_series].

Herman, J.L. (1997) Trauma and recovery: The aftermath of violence. NY, NY. Basic Books.

Howard, Dr. Judith A. Distressed or deliberately defiant?: Managing challenging student behavior due to trauma and disorganized attachment.

Massachusetts Advocates for Children: Trauma and Learning Policy Initiative. (2005).

Helping Traumatized Children Learn: Supportive School Environments for Children Traumatized by Family Violence. Boston, MA: Library of Congress.

National Child Traumatic Stress Network Schools Committee. (October 2008). Child Trauma Toolkit for Educators. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.

Siegel, D. J., & Bryson, T. P. (2012). The whole-brain child: 12 revolutionary strategies to nurture your child's developing mind. New York: Bantam Books Trade Paperbacks.

Sporleder, J. and Forbes, H. The Trauma-Informed School: A Step-by-Step Implementation Guide for Administrators and School Personnel. Beyond Consequences Institute, LLC. 2016

Van Der Kolk, B. (2015). The body keeps the score: brain, mind, and body in the healing of trauma. NY, NY: Penguin Books.

Walkley, M., & Cox, T. L. (2013). Building Trauma-Informed Schools and Communities. Children & Schools, 35(2), 123-126. doi:10.1093/cs/cdt007
Tier: Tier 1

Activity - Activity #1: Getting Ready to Implement 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Professional Learning: Within our district's professional learning calendar, there will be opportunities for staff to learn about what it means to be a trauma-informed school. We will utilize the following resources or others that best meet our needs: • Char-Em PD Day - all staff in November (full day in 2019 & 2020), • Book or Article Studies- Example: The Trauma Informed School by J. Sporleder (2019-2022), • LTBB PD on Historical Trauma and Suicide (2019-2020) • District PD Trauma /Informed Schools (2019-2022), • Trauma Informed- Admin, PLC, department, and building meetings (2019-2022), and • Trauma Informed- Building library materials to support sustained learning (2019-2022).	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$20000	Title II Part A	Char-Em staff & district admin
Schools: All Schools								

Activity - Activity #1: Getting Ready to Implement 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Baseline Data Collection: Collect baseline data using the "Staff ACES Survey" included in the The Trauma Informed School text by J. Sporleder and H.T. Forbes or a similar type of survey to assess where staff are in their thinking and knowledge around trauma-informed practices • Collect baseline discipline: Events by type, total number of events, suspensions, and expulsions. Data collection is F2019-S2022. • Collect attendance data from F2019-S2022.	Monitor	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$25000	General Fund	All district administrators and educational staff
Schools: All Schools								

Activity - Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Professional Learning- Shifting Mindsets: Engage staff in the following or similar professional learning activities to create a district-wide, shared understanding of how ACEs impact learning and behavior and how to appropriately integrate supports for students: • View and review the Resilience and/or Paper Tigers movies & engage in facilitated reflection activities. • Building leaders and all staff participate in ACES or Trauma 101 training. • Engage in a book study or similar article studies on Trauma-Informed Schools. (e.g., K-12 Staff utilizing The Trauma-Informed School text from Sporfeder and Forbes.)	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$15000	Title II Part A, General Fund	District Administrators with support from Char-Em ISD Personnel
Schools: All Schools								

Activity - Activity #1: Getting Ready to Implement 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Learning: Engage staff in professional learning around the following activities they will be expected to implement with fidelity, efficacy, and consistency: • Mindfulness, • Growth Mindsets, • PBIS/FVA, • Peace Corners, • Accountability Partners, • Continuum of Response to Inappropriate Behavior, SOC, • Restorative Justice & Circles, • Check-In/Check-Out, • ISS Procedures, • Climate surveys. and • Create a shared understanding and clarity around what effective implementation of strategies looks and sounds like within all K-12 settings, with all K-12 staff, and with all K-12 students within the school.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$15000	Title II Part A	District administrators & Char-Em personnel/presenters
Schools: All Schools								

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Activity - Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Each building principal and assistant principal will serve as their school's "Trauma-Informed Practitioner/Leader" and align job descriptions to include the following roles and responsibilities within their building and receive any necessary training in:	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	General Fund	Building principals, assistant principals, and the District Teaching and Learning Director
• Crisis Prevention & Interventions, • Adverse Childhood Experiences (ACEs), • Mindfulness & Growth Mindsets, • Social Emotional Learning Competencies, • Check-In/Check-Out, • 7 Norms of Collaboration, • Restorative Practices, and • Accessing Community Support. Building principals, assistant principals, and the District Teaching and Learning Director will serve as a train-the-trainer and coach to all building staff during their implementation of these practices, provide check-in/check-outs for students and staff, provide a peace corner within the school to lead students in their practice of mindfulness and SEL competencies, connect students and families in crisis with the appropriate community resources and agencies of support, and construct re-entry plans for students who are out of the building for more than three days due to disciplinary measures, illness, or trauma-related events.								
Schools: All Schools								

Activity - Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Alignment of Practices and Policies: District and building administrators will engage staff in an analysis of current classroom, grade/content level, building, and district policies and practices for alignment to that of a trauma-informed school. They will also use a consistent, district-wide, decision-making protocol for creating a list of recommended changes and "non-negotiable practices" to be implemented at each building level (e.g., K-5, 6-8, & 9-12).	Policy and Process	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	General Fund	District and building administrators
Schools: All Schools								

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Activity - Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage in District Mentoring Program: New teachers will be partnered with seasoned, highly-effective teachers to help them navigate the first five years of teaching. As part of this process there will be two book studies in 2019-20 that align with this goal- The Motivated Brain: Improving Student Attention, Engagement, & Perseverance (Gregory & Kaufeldt, 2015) and All Learning is Social & Emotional: Helping Students Develop Essential Skills for the Classroom & Beyond (Frey, Fisher, & Smith, 2019). Both book studies will be led by the district's Director of Teaching & Learning.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$13000	General Fund, Title II Part A	District Teaching & Learning director
Schools: All Schools								

Activity - Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage Community Partners: Partner with BASES (or similar community resources) to help identify and effectively coordinate supports for staff, students, and families with trauma-related and/or mental health needs.	Community Engagement	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	General Fund	District Administrative Team
Schools: All Schools								

Activity - Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Engage Parents as Partners: Engage parents in learning opportunities around ACE's, how to prevent and mitigate the impact of trauma, and how to access school and community resources and support through parent meetings, collaborative team meetings, child study, IEP's, Parent-Teacher meetings, and orientations.	Parent Involvement	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$3000	Title IV Part A	Building Principals and the District Teaching & Learning Director
Schools: All Schools								

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Activity - Activity #2: Implement Level 1	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Level I:	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$525000	Title II Part A, General Fund	All District Teachers, Counselors, Administrators and applicable Community Agencies
Mindfulness: All teachers will create space for and lead one weekly opportunities for students to learn and practice a variety of mindfulness strategies focused on building self-regulation, self-reflection, self-compassion and empathy skills. PBIS/FVA/Growth Mindsets: All teachers will effectively implement school-wide PBIS/FVA/Growth Mindset strategies and vocabulary as defined in more detail in the PBIS strategy. Peace Corners: All teachers will create space for, teach appropriate use of, and provide feedback on student use of a peace corner in their classroom that students may utilize to regulate their physical and emotional state and practice SEL skills. Accountability Partners: All staff will select an adult accountability partner in the building and be provided monthly time to meet with their accountability partner to focus on self-care strategies. Self-care strategy sharing will be incorporated into quarterly staff meetings throughout the school year to reduce the impact of secondary trauma. Continuum of Response to Inappropriate Behavior: All teachers and staff will respond to student behavior challenges in accordance with the practices specified in the Continuum of Response to Inappropriate Behavior. Handle with Care: The schools/district will partner with law enforcement agencies to create a system whereby key educational leaders and teachers are notified if a student in the school is a victim of trauma and should be handled with care. The chain of communication would be law enforcement, Superintendent, building principal or assistant principal, teacher(s) of the student or family. Trauma-Informed Practitioner or Team: The school counselor, principal/assistant principal, and other designated staff (including support staff) will receive training as needed and follow an annual plan within the following areas and based upon building and student-specific needs: Crisis Prevention & Interventions (CPI and de-escalation), Adverse Childhood Experiences (ACEs), Mindfulness, Social Emotional Learning Competencies, Check-In/Check-Out, 7 Norms of Collaboration, Restorative Practices, Youth Mental Health First Aid, and Accessing Community Support Agencies. The school counselor, principal/assistant principal may serve as a train-the-trainer and coach to all staff during the implementation stages of these practices.								
Schools: All Schools								

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Activity - Activity #2: Implement Level 2	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Level II: Trauma-Informed Practitioner or Team: The school Principal will implement a system for and facilitate daily check-in/check-outs for students and staff, create and maintain a safe place within the school to lead students in their practice of mindfulness and SEL competencies and reaffirm, rebuild and restore relationships within the school community. Restorative Practices/Restorative Justice: Teachers, support staff, and administrators will utilize restorative practices, circles, dialogue, and questions as an alternative to punitive discipline strategies when the classroom or building community has been harmed to reaffirm, rebuild and restore relationships. Check-In/Check-Out Mentoring: Teachers, support staff, and administrators will identify at-risk students who will most benefit from check-in/check-out and facilitate daily check-in/check-out opportunities for identified students in accordance with the practices presented in the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program by Crone, Hawkin, and Horner and aligned with the PBIS initiative. Schools: All Schools	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$13000	General Fund, Title II Part A	Teachers, Support Staff/Paraprofessionals, and all District Administrators

Activity - Activity 2: Implement Level 3	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Level 3: Trauma-Informed Practitioners: The school behavioral specialists/interventionists, counselors, and contracted social worker will connect students and families in crisis with the appropriate community resources and agencies of support and construct re-entry plans for students who are out of the building for more than three days due to disciplinary measures, illness, or trauma-related events. PSP School/District Crisis Response Plan: Follow district guidelines and protocols (e.g., Responding to Student Threats of Violence). Major categories include: Lockdown, Secure Mode, Holding Pattern, Shelter in Place, Weather, Fire, Medical, & Evacuation	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	General Fund	Char-Em ISD staff members, Public Safety, District Administrators, Alcona Health Professionals, and Parents
Schools: All Schools								

Activity - Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Walk-Throughs and/or Instructional Rounds: Building administrators/and or teams of teachers will engage in walk throughs and/or instructional rounds to observe, learn about, and support implementation efforts aligned to a trauma-informed culture. Observers will look for visible evidence to confirm the implementation of agreed upon non-negotiable practices and provide aggregate data to staff for use in progress monitoring data dialogues.	Walkthrough	Tier 1	Monitor	08/28/2019	06/03/2022	\$25000	General Fund	Building, Teachers, and District Administrative Teams
Schools: All Schools								

Activity - Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Program Evaluation Tool: Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Fidelity data will be gathered through any of the following tools:	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$2000	Title II Part A, General Fund	Building Administrators, Teacher Leaders, & the District Teaching & Learning Director
Schools: All Schools								

Activity - Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Outcome of Data Collection: - Discipline referral (events by type, total number of events, suspensions, expulsions) and attendance data will be collected annually and compared to baseline data as one indicator of impact. - Staff will complete the "Staff ACES Survey" included in the The Trauma Informed School text by J. Sporleder and H. T. Forbes to compare where staff are in their current thinking and knowledge around trauma-informed practices as compared to baseline data collected. - Students will also complete a student survey connected to Climate/Culture/Safety. (Exact survey still to be determined.)	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	General Fund	Superintendent, Building Administrators, district Data Coordinator, and Teaching & Learning Director
Schools: All Schools								

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Program Evaluation Tool: Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Fidelity data will be gathered through any of the following tools: • Restorative Practices Implementation, Trainers and Training: An Administrator's Checklist • Wisconsin Trauma-Sensitive Schools Fidelity Tool • Trauma-Informed Enhancements to Tiered Fidelity Inventory • A district-created survey/inventory resembling similar questions per the above and combined with walk through data and staff perception data to guide completion of the PET.	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	Building Administrators, Teacher Leaders, & the District Teaching & Learning Director
Activity #1: Getting Ready to Implement 2019-2022	Professional Learning: Engage staff in professional learning around the following activities they will be expected to implement with fidelity, efficacy, and consistency: • Mindfulness, • Growth Mindsets, • PBIS/FVA, • Peace Corners, • Accountability Partners, • Continuum of Response to Inappropriate Behavior, • SOC, • Restorative Justice & Circles, • Check-In/Check-Out, • ISS Procedures, • Climate surveys. and • Create a shared understanding and clarity around what effective implementation of strategies looks and sounds like within all K-12 settings, with all K-12 staff, and with all K-12 students within the school.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$15000	District administrators & Char-Em personnel/presenters

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Activity #1: Professional Learning	All K-12 teachers will engage in initial, consistent learning around Collective Teacher Efficacy (CTE) that increases their understanding of what CTE is, the six enabling conditions for CTE, and the effect of CTE on student achievement. Teachers will read Collective Efficacy articles and view videos of leading researchers J. Donohoo, P. Bloomberg, B. Pitchford, or J. Hattie to engage in jigsaw-type discussions within grade level/department teams around prepared question guides during established PLC meeting times or curriculum meetings. Meeting agendas will include time for staff to organize and synthesize group/self-learning goals. All grade-level PLCs will meet complete reflection sheets after each curriculum committee meeting to discuss efficacy across various academic areas. Principals will provide time at staff meetings to do deliberate practice of lesson delivery with grade level peers. (following a push/praise delivery model).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	District & Building Administrators, District Coaches, and Teacher Leaders
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Activity #2: Teachers' Knowledge About One Another's Work	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Building/District Administrators and Teacher Leaders
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Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Professional Learning- Shifting Mindsets: Engage staff in the following or similar professional learning activities to create a district-wide, shared understanding of how ACEs impact learning and behavior and how to appropriately integrate supports for students: • View and review the Resilience and/or Paper Tigers movies & engage in facilitated reflection activities. • Building leaders and all staff participate in ACES or Trauma 101 training. • Engage in a book study or similar article studies on Trauma-Informed Schools. (e.g., K-12 Staff utilizing The Trauma-Informed School text from Sporleder and Forbes.)	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$5000	District Administrators with support from Char-Em ISD Personnel
Activity #2: Implementation of Additional Units	All teachers will implement, as defined in the building scale-up plan, units constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers & Building Principals
Activity #2: Conduct Data Driven Dialogues	District and building data or school improvement teams will conduct a minimum of three data driven dialogues (beginning of year, mid-year, end-of-year), following the DDD protocol, using fidelity and outcome data identified to assess the implementation and impact of school improvement strategies. District Data Coordinator or Teaching & Learning Director will work in conjunction with other district administrators, teacher leaders, and the ISD School Improvement & Data Coordinator (as needed) to assist in the identification and collection of data, meeting and agenda planning, development of data displays, and/or facilitation of the data dialogue. Data dialogues will include a thorough examination of root cause(s) that informs action planning that result in the selection of high-leverage strategies that match causal factors. Continuation of additional data dialogues will be used to measure the effectiveness level of these strategies and further related actions. Literacy Coaches will utilize data action plans and outcomes as they support teachers and their classroom in Literacy Essentials and coaches will continue to be provided training that aligns to needed supports uncovered during the literacy data dialogue journey.	Implementation	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	Superintendent, Building Principal, District Data Coordinator, and Teaching & Learning Director will work in conjunction district teacher leaders, and (at times) the ISD School Improvement Coordinator

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Activity #2: Professional Collaboration Opportunities	All teachers will have opportunities to collaborate around implemented units during the school year through/during PLCs, strategic planning committee meetings, vertical core teams, etc. Agendas for this time will be grounded in data analysis, providing a platform for dialogue around the successes and challenges of implementation, lesson design and assessment creation, supports for students in relationship to learning progressions, and desired instructional supports.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers, Building Administrators, & Teaching & Learning Director
Activity #2: Utilize Illuminate as an Instructional Tool	Instructional staff will utilize the Literacy Body of Evidence for grades K-3, based on the Illuminate platform, to increase their understanding of and instructional responses to student learning strengths and challenges. Likewise, K-12 teachers will gain increased understanding of the uses of Illuminate to guide instruction based on their students' strengths and challenges. All teachers will have the opportunity to complete 1 to 5 of the Illuminate training modules (with paid \$30/hr. stipends if beyond school hours) or have similar training from the District Data Coordinator or Director of Teaching and Learning. The desired outcome is that our K-12 teaching staff will be able to show evidence of using Illuminate to filter assessment tools and utilize features to inform their instruction.	Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Principals, Literacy Coaches, District Data Coordinator, & Director of Teaching and Learning.

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Activity #2: Ad	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading and Writing in Science, Math, and CTE, literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Policy and Process	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Building/District Administrators, Teachers, Leaders, Char-Em Supports, & outside presenters
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Activity #1: Baseline Collective Teacher Efficacy Data and Consistent Professional Development for New Staff	All K-12 teachers, support staff, and administrators will engage in the following assessments to determine aggregate baseline levels of CTE and engage in self-reflection around individual CTE levels: - Determine Collective Efficacy Beliefs: All teachers will complete either Goddard & Hoy's (2003) Collective Efficacy Scale OR Tschannen-Moran's (n.d.) Collective Teacher Belief Scale. - Determine Enabling Conditions: All teachers will complete the "Enabling Conditions for Collective Teacher Efficacy Questionnaire" provided in Jenni Donohoo's book, Collective Efficacy: How Educator's Beliefs Impact Student Learning (2017). - Determine Characteristics of the Collaborative Leadership Inquiry Continuum: Provided in Jenni Donohoo's book, Collective Efficacy: How Educator's Beliefs Impact Student Learning (2017).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	District & Building Administrators
Activity #2: Implement Level 2	Level II: Trauma-Informed Practitioner or Team: The school Principal will implement a system for and facilitate daily check-in/check-outs for students and staff, create and maintain a safe place within the school to lead students in their practice of mindfulness and SEL competencies and reaffirm, rebuild and restore relationships within the school community. Restorative Practices/Restorative Justice: Teachers, support staff, and administrators will utilize restorative practices, circles, dialogue, and questions as an alternative to punitive discipline strategies when the classroom or building community has been harmed to reaffirm, rebuild and restore relationships. Check-In/Check-Out Mentoring: Teachers, support staff, and administrators will identify at-risk students who will most benefit from check-in/check-out and facilitate daily check-in/check-out opportunities for identified students in accordance with the practices presented in the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program by Crone, Hawkin, and Homer and aligned with the PBIS initiative.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers, Support Staff/Paraprofessionals, and all District Administrators

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Activity #1: Getting Ready to Implement 2019-2022	Professional Learning: Within our district's professional learning calendar, there will be opportunities for staff to learn about what it means to be a trauma-informed school. We will utilize the following resources or others that best meet our needs: • Char-Em PD Day - all staff in November (full day in 2019 & 2020), • Book or Article Studies- Example: The Trauma Informed School by J. Sporleder (2019-2022), • LTBB PD on Historical Trauma and Suicide (2019-2020) • District PD Trauma /Informed Schools (2019-2022), • Trauma Informed- Admin, PLC, department, and building meetings (2019-2022), and • Trauma Informed- Building library materials to support sustained learning (2019-2022).	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$20000	Char-Em staff & district admin
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Activity #2: Advanced Teacher Influence	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading and Writing (all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	District/Builing Administrators and Char-Em
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Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage in District Mentoring Program: New teachers will be partnered with seasoned, highly-effective teachers to help them navigate the first five years of teaching. As part of this process there will be two book studies in 2019-20 that align with this goal- The Motivated Brain: Improving Student Attention, Engagement, & Perseverance (Gregory & Kaufeldt, 2015) and All Learning is Social & Emotional: Helping Students Develop Essential Skills for the Classroom & Beyond (Frey, Fisher, & Smith, 2019). Both book studies will be led by the district's Director of Teaching & Learning.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$3000	District Teaching & Learning director
Activity #2: Goal Consensus	Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQTLL). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling "why"), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals).	Professional Learning, Communication	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	District/Builing Administrators, Teacher Leaders, & Char-Em Staff
Activity #3: Action Plan Development & Monitoring	Resource-Developing a Shared Vision Protocol from Jenni Donohoo's Collective Efficacy: How Educators' Beliefs Impact Student Learning. Data dialogues will result in clear and actionable written plans at the district, building/school, grade/PLC, department, and classroom level(s). Action plan "Look Fors" will include (sometimes using stipend pay): • A focus on identified causal factors, • Address all student and group-specific learning needs, • High leverage strategies that target the root cause and specific student learning needs, and • A specific monitoring plan for actionable items (i.e., How will we know our action plan is producing the intended results?).	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	District & Building Administrators, District Data Coach, Teacher Leaders, Grade-Level PLCs, & Individual Teachers

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Activity #3: Support of Teacher Participation & Understanding Around Data Monitoring and Evaluation	Teachers participating in data dialogues, monitoring, or evaluating endeavors will be provided release time from their classroom with substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support this work. Stipends will be provided to select staff (per the administrative team) for additional time that is needed to help with these tasks and to plan for/learn to implement strategies (using evidence-based strategies or resources) to improve student learning.	Evaluation, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	District & Building Administrators, Teacher Leaders, & Select Teachers
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Activity #2: Implement Level 1	Level 1:	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	All District Teachers, Counselors, Administrators and applicable Community Agencies
Activity #2: Implement Level 1	Level 1: Mindfulness: All teachers will create space for and lead one weekly opportunities for students to learn and practice a variety of mindfulness strategies focused on building self-regulation, self-reflection, self-compassion and empathy skills. PBIS/FVA/Growth Mindsets: All teachers will effectively implement school-wide PBIS/FVA/Growth Mindset strategies and vocabulary as defined in more detail in the PBIS strategy. Peace Corners: All teachers will create space for, teach appropriate use of, and provide feedback on student use of a peace corner in their classroom that students may utilize to regulate their physical and emotional state and practice SEL skills. Accountability Partners: All staff will select an adult accountability partner in the building and be provided monthly time to meet with their accountability partner to focus on self-care strategies. Self-care strategy sharing will be incorporated into quarterly staff meetings throughout the school year to reduce the impact of secondary trauma.							
	Continuum of Response to Inappropriate Behavior: All teachers and staff will respond to student behavior challenges in accordance with the practices specified in the Continuum of Response to Inappropriate Behavior.							
	Handle with Care: The schools/district will partner with law enforcement agencies to create a system whereby key educational leaders and teachers are notified if a student in the school is a victim of trauma and should be handled with care. The chain of communication would be law enforcement, Superintendent, building principal or assistant principal, teacher(s) of the student or family.							
	Trauma-Informed Practitioner or Team: The school counselor, principal/assistant principal, and other designated staff (including support staff) will receive training as needed and follow an annual plan within the following areas and based upon building and student-specific needs: Crisis Prevention & Interventions (CPI and de-escalation), Adverse Childhood Experiences (ACEs), Mindfulness, Social Emotional Learning							

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Activity #2: Cohesive Staff	(ACEs), Mindfulness, Social Emotional Learning Competencies, Check-In/Check-Out, 7 Norms of Collaboration, Restorative Practices, Youth Mental Health First Aid, and Accessing Community Support Agencies. The school counselor, principal/assistant principal may serve as a train-the-trainer and coach to all staff during the implementation stages of these practices.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	District/Builing Administrators and Teacher Leaders
	Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs. Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning.							
Activity #2: Model Unit Implementation	All teachers included in ELA (and potentially secondary Science) will implement, as defined in the building scale-up plan, the model unit constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers and Building/District Administrators

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Activity #3: Data Driven Dialogue Observations, Feedback, and Coaching	Building administrators, the District Data Coordinator, & the Teaching & Learning Director will engage in data/school improvement data driven dialogues to observe, learn about, provide feedback around, and support implementation and monitoring efforts. Administrators will use the Data Driven Dialogue process "cheat sheet" (e.g., as provided by the ISD) or district worksheets and protocols to assist in monitoring, providing feedback around, and supporting their data/school improvement teams in developing effective data dialogue skills. Coaching support, as needed or requested (with appropriate stipend pay), will be provided by the District Data Coordinator or other district administrators and may include guided facilitation, modeling, and/or coaching and feedback cycles.	Monitor, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Administrators, the District Data Coordinator, & the Teaching & Learning Director
Activity #1: School Readiness	District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to full implementation. School readiness steps include providing an overview of the implementation activities and timeline to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Implementation	Tier 1	Getting Ready	08/28/2019	08/26/2020	\$5000	District/Building Teacher Leaders and Teachers
Activity #1: Provide Initial Data-Driven Dialogue Professional Learning (2019-2022)	Each year, new building/district leaders, school improvement team members, and instructional staff members (along with current staff requests by teacher or administrator) will receive initial training provided by our District Data Coordinator, Teaching & Learning Director, or an alternative, well-qualified trainer or teacher leader on the use of the Data-Driven Dialogue (DDD) processes. Customized professional learning will be provided to meet team or individual needs in response to aggregate team data collected through the "District Data Team Self-Assessment" (authored by the Massachusetts Department of Elementary and Secondary Education), by specific PIVOT 5D+ educator data, or by self-determined needs or requests. This data will also serve as a baseline from which to measure progress and growth in data-driven practices.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$5000	Superintendent, Director of Teaching & Learning, District Data Coordinator, & Building Principals

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity #3: Data Driven Dialogue Observations, Feedback, and Coaching	Building administrators, the District Data Coordinator, & the Teaching & Learning Director will engage in data/school improvement data driven dialogues to observe, learn about, provide feedback around, and support implementation and monitoring efforts. Administrators will use the Data Driven Dialogue process "cheat sheet" (e.g., as provided by the ISD) or district worksheets and protocols to assist in monitoring, providing feedback around, and supporting their data/school improvement teams in developing effective data dialogue skills. Coaching support, as needed or requested (with appropriate stipend pay), will be provided by the District Data Coordinator or other district administrators and may include guided facilitation, modeling, and/or coaching and feedback cycles.	Monitor, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Administrators, the District Data Coordinator, & the Teaching & Learning Director
Activity #3: Action Plan Development & Monitoring	Data dialogues will result in clear and actionable written plans at the district, building/school, grade/PLC, department, and classroom level(s). Action plan "Look Fors" will include (sometimes using stipend pay): • A focus on identified causal factors, • Address all student and group-specific learning needs, • High leverage strategies that target the root cause and specific student learning needs, and • A specific monitoring plan for actionable items (i.e., How will we know our action plan is producing the intended results?).	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	District & Building Administrators, District Data Coach, Teacher Leaders, Grade-Level PLCs, & Individual Teachers

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Activity #1 : Participate in Illuminate Basic Training	All instructional staff (new to the district or requested) will be provided with access to training, in the form of five online webinars produced by Char-Em ISD or through our District Data Coordinator or Teaching & Learning Director, around how to use Illuminate as a data management and instructional tool. Staff can select any one, more, or all, of these webinars to customize training to their needs or meet with the District Data Coordinator concerning certain aspects of use. Webinar or internal Illuminate workshop topics include: • Basic Navigation of Illuminate, • Using Reports in Illuminate, • Constructing On-the-Fly Assessments in Illuminate, • Constructing Manual/Hybrid Assessments in Illuminate, and • Constructing Item-bank Assessments in Illuminate.	Technology	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$5000	Superintendent, Director of Teaching & Learning, District Data Coordinator, Technology Director, and Principals
Activity #3: Outcome Data Collection	Baseline state and national assessment data (M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring 2019 tests and serve as a foundation for measuring impact in years two and three of strategy implementation	Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building Principals, Teachers, T & L Director, & Data Coordinator
Activity #2: Conduct an Assessment Inventory and Update	District Data Coordinator, K-12 building administrators, and/or the Teaching & Learning Director will annually conduct a comprehensive assessment inventory (through dialogue with instructional staff, teacher leaders, administrators, and PIVOT 5D+ data) that includes a list of all benchmark, interim, and summative assessments currently utilized in each grade level and content area. All instructional staff will be provided an opportunity for input with regard to the quality of instructional information the current assessment plan yields, as well as perceptions of current gaps and redundancies in the assessment plan. Staff input will be used as a data point for the annual refinement of the assessment plan.	Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Superintendent, District Data Coordinator, K-12 Building Administrators, Building Principals, & Director of Teaching & Learning

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Activity #2: Implementation of Additional Units	All teachers will implement, as defined in the building scale-up plan, units constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Teachers & Building Principals
Activity #3: Walk Throughs and/or Instructional Rounds	Building administrators/and or teams of teachers will engage in walk throughs and/or instructional rounds to observe, learn about, and support implementation efforts. Observers will use Larry Ainsworth's "Look Fors" checklist to guide them in their understanding of what high fidelity implementation looks and sounds like in the classroom.	Direct Instruction, Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building, District, Teacher Leaders, & the District Data Coach
Activity #2: Implement Level 2	Level II: Trauma-Informed Practitioner or Team: The school Principal will implement a system for and facilitate daily check-in/check-outs for students and staff, create and maintain a safe place within the school to lead students in their practice of mindfulness and SEL competencies and reaffirm, rebuild and restore relationships within the school community. Restorative Practices/Restorative Justice: Teachers, support staff, and administrators will utilize restorative practices, circles, dialogue, and questions as an alternative to punitive discipline strategies when the classroom or building community has been harmed to reaffirm, rebuild and restore relationships. Check-In/Check-Out Mentoring: Teachers, support staff, and administrators will identify at-risk students who will most benefit from check-in/check-out and facilitate daily check-in/check-out opportunities for identified students in accordance with the practices presented in the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program by Crone, Hawkin, and Homer and aligned with the PBIS initiative.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$8000	Teachers, Support Staff/Paraprofessionals, and all District Administrators

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Activity #3: Walk Throughts and Peer Teacher Observation Reflections	Building administrators will engage in walk throughs to observe, learn about, and support intervention implementation efforts and the enabling conditions for Collective Teacher Efficacy. Observation feedback will focus on coaching to the desired adult skills and behaviors and administrator-teacher dialogue will reflect understanding of the seven norms of collaboration.	Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building Principals
Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Program Evaluation Tool: Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Fidelity data will be gathered through any of the following tools: • Restorative Practices Implementation, Trainers and Training: An Administrator's Checklist • Wisconsin Trauma-Sensitive Schools Fidelity Tool • Trauma-Informed Enhancements to Tiered Fidelity Inventory • A district-created survey/inventory resembling similar questions per the above and combined with walk through data and staff perception data to guide completion of the PET.	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	Building Administrators, Teacher Leaders, & the District & Teaching & Learning Director
Activity #2: Goal Consensus	Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQT). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling "why"), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals). Resource-Developing a Shared Vision Protocol from Jenni Donohoo's Collective Efficacy: How Educators' Beliefs Impact Student Learning.	Professional Learning, Communication	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	District/Building Administrators, Teacher Leaders, & Char-Em Staff

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Activity #1: Ongoing Unit Development	Teachers will continue the work of unit design (e.g., development of priority standards, learning targets, success criteria, learning progressions, and formative assessments) in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District and school leaders, teachers, & ISD learning leaders
Activity #1: School Readiness	District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to full implementation. School readiness steps include providing an overview of the implementation activities and timeline to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Implementation	Tier 1	Getting Ready	08/28/2019	08/26/2020	\$10000	District/Building Teacher Leaders and Teachers
Activity #2: Conduct Data Driven Dialogues	District and building data or school improvement teams will conduct a minimum of three data driven dialogues (beginning of year, mid-year, end-of-year), following the DDD protocol, using fidelity and outcome data identified to assess the implementation and impact of school improvement strategies. District Data Coordinator or Teaching & Learning Director will work in conjunction with other district administrators, teacher leaders, and the ISD School Improvement & Data Coordinator (as needed) to assist in the identification and collection of data, meeting and agenda planning, development of data displays, and/or facilitation of the data dialogue. Data dialogues will include a thorough examination of root cause(s) that informs action planning that result in the selection of high-leverage strategies that match causal factors. Continuation of additional data dialogues will be used to measure the effectiveness level of these strategies and further related actions. Literacy Coaches will utilize data action plans and outcomes as they support teachers and their classroom in Literacy Essentials and coaches will continue to be provided training that aligns to needed supports uncovered during the literacy data dialogue journey.	Implementation	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Superintendent, Building Principal, District Data Coordinator, and Teaching & Learning Director will work in conjunction district teacher leaders, and (at times) the ISD School Improvement Coordinator

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Activity #2: Professional Collaboration Opportunities	All teachers will have opportunities to collaborate around implemented units during the school year through/during PLCs, strategic planning committee meetings, vertical core teams, etc. Agendas for this time will be grounded in data analysis, providing a platform for dialogue around the successes and challenges of implementation, lesson design and assessment creation, supports for students in relationship to learning progressions, and desired instructional supports.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Teachers, Building Administrators, & Teaching & Learning Director
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Professional Learning- Shifting Mindsets: Engage staff in the following or similar professional learning activities to create a district-wide, shared understanding of how ACEs impact learning and behavior and how to appropriately integrate supports for students: • View and review the Resilience and/or Paper Tigers movies & engage in facilitated reflection activities. • Building leaders and all staff participate in ACES or Trauma 101 training. • Engage in a book study or similar article studies on Trauma-Informed Schools. (e.g., K-12 Staff utilizing The Trauma-Informed School text from Sporeleder and Forbes.)	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District Administrators with support from Char-Em ISD Personnel
Activity #2: MTSS Integration	Teachers will utilize the formative assessment data collected to inform decisions related to the supports necessary for individual student success. Tier 2 and 3 intervention goals and progress monitoring will reflect a focus on priority standards and the degree of student mastery achieved. Program and student placement decisions will be largely based on a student's learning in relationship to established learning progressions following district placement and programming norms for Tiers 2 & 3.	Academic Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Teachers & Building Principals
Activity #1: Analyze & Improve Illuminate Data Integrity	Building administrators, the Teaching & Learning Director, and the District Data Coordinator will work with the ISD to ensure the data integrity of assessment files uploaded to Illuminate. District Data Coordinator, along with any individuals in the district/school responsible for assessment data entry, will participate in a webinar entitled "Moving Data Practices Forward" or a follow-up training to ensure the timeliness and integrity of assessment files being uploaded in Illuminate. An outcome of the training is that key individuals in the process will be able to prevent or identify any shortcomings in their data entry and upload process that could or do compromise data integrity.	Technology	Tier 1	Getting Ready	08/01/2019	06/03/2022	\$5000	Superintendent, Building Administrators, the Teaching & Learning Director, District Head of Technology, and the District Data Coordinator

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Activity #2: Effective Systems of Intervention	1. Advanced Teacher Influence Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments. 2. Goal Consensus Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQTL). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional	Academic Support Program, Policy and Process	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Building and teacher leaders, along with the Literacy Coaches, District Data Coordinator, and Teaching and Learning Director
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Public Schools of Petoskey	school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling “why”), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals). Resource-Developing a Shared Vision Protocol from Jenni Donohoo’s Collective Efficacy: How Educators’ Beliefs Impact Student Learning. 3. Teachers’ Knowledge About One Another’s Work Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_lfsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers’ instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD’s Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another’s classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change.					
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Classroom observation protocols to be used:

Public Schools of Petoskey	Classroom observation protocols to be used: https://education.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive 4. Cohesive Staff Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs. Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning. 5. Responsiveness of Leadership District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What					
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	Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned. 6. Effective Systems of Intervention Building leaders and data/school improvement team members will evaluate the effectiveness of intervention systems over time using the following beginning, middle and end-of-year data: • Number of students below benchmark in ELA and Math by grade level and building • Number of students currently receiving Tier 2 or 3 interventions by grade level and building • Number of students exiting Tier 2 or 3 interventions by grade level and building • % of IEP goals met by building • % of students in building not receiving additional support outside of the scope of Tier 1 general education instruction • % of students making adequate growth/progress by program (i.e., Cloud Nine, Fundamentals, etc.) • Total number of minutes spent in Tier 2 and 3 interventions by students at each grade level and by building Data collected will be used to inform decision making around student placement, programs, policies, and protocols that influence and/or directly impact the success of intervention systems. Building and teacher leaders, along with the Literacy Coaches, District Data Coordinator, and Teaching and Learning Director, will identify grade level benchmarks/targets for fall, winter, and spring on assessments included in the building assessment plan. Benchmarks will be selected in accordance with publisher intended guidelines and linking studies to state assessment proficiency benchmarks when available. Grade-level benchmarks will be clearly communicated to all instructional staff and parents through: Publications, phone calls, parent teacher conferences, and IRIPs. In addition, a system for identification of students needing Tier 2 and/or 3 support that includes clear criteria for Tier 2 and 3 service delivery will be defined and communicated to all instructional staff. Tier 2 services in ELA (especially reading) will be prioritized to students who show a clear pattern of below benchmark performance on two or more established						
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	performance on two or more established benchmark measures. For NWEA, this would include falling below the 40th percentile, scoring below college and career readiness standards on PSAT, and/or failing two or more core courses.) Teachers and paraprofessionals will engage in frequent intervention meetings (at least 3-times per year) to review the progress of each child receiving Tier 2 and/or 3 supports in making toward ELA (Reading & Writing) and Math grade level benchmarks. At minimum, meetings will include the general education teacher most closely associated with the child's area of need/support, the paraprofessional providing flexible group support, a Literacy and Data Coach, any additional support team interventionists (e.g., speech therapists, occupational therapists, school social worker, school psychologist, etc.), and the building administrator. Participants will bring relevant data (e.g., assessment scores, work samples, self-assessments, etc.) to the meeting as evidence of the progress made toward identified goals. As an outcome of data review, the team will make a decision to either continue current instructional supports as designed (student is making adequate progress), refine or change instructional time, frequency, or supports (student is not making adequate progress) or discontinue instructional supports (student is at benchmark). The team will construct an action plan for each child that clearly defines interventions to be provided moving forward. Building administrators will work collaboratively with teachers and the District Teaching and Learning Director to develop instructional schedules whereby students receiving Tier 2 and 3 supports remain in the general education setting during all core instruction blocks. All staff work in concert to protect general education (Tier I) educational opportunities for all students.								
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Activity 2: Implement Level 3	Level 3: Trauma-Informed Practitioners: The school behavioral specialists/interventionists, counselors, and contracted social worker will connect students and families in crisis with the appropriate community resources and agencies of support and construct re-entry plans for students who are out of the building for more than three days due to disciplinary measures, illness, or trauma-related events. PSP School/District Crisis Response Plan: Follow district guidelines and protocols (e.g., Responding to Student Threats of Violence). Major categories include: Lockdown, Secure Mode, Holding Pattern, Shelter in Place, Weather, Fire, Medical, & Evacuation	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	Char-Em ISD staff members, Public Safety, District Administrators, Alcona Health Professionals, and Parents
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Activity #2: Effective Systems of Intervention	1. Advanced Teacher Influence Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments. 2. Goal Consensus Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQTL). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional	Policy and Process, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	Superintendent, Building Administrators, District Learning Director, and District Data Coordinator
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Public Schools of Petoskey	school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling “why”), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals). Resource-Developing a Shared Vision Protocol from Jenni Donohoo’s Collective Efficacy: How Educators’ Beliefs Impact Student Learning. 3. Teachers’ Knowledge About One Another’s Work Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_lfsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers’ instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD’s Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another’s classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change.	
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Activity #3: Formative Assessment Data Collection	performance on two or more established benchmark measures. For NWEA, this would include falling below the 40th percentile, scoring below college and career readiness standards on PSAT, and/or failing two or more core courses.) Teachers and paraprofessionals will engage in frequent intervention meetings (at least 3-times per year) to review the progress of each child receiving Tier 2 and/or 3 supports in making toward ELA (Reading & Writing) and Math grade level benchmarks. At minimum, meetings will include the general education teacher most closely associated with the child's area of need/support, the paraprofessional providing flexible group support, a Literacy and Data Coach, any additional support team interventionists (e.g., speech therapists, occupational therapists, school social worker, school psychologist, etc.), and the building administrator. Participants will bring relevant data (e.g., assessment scores, work samples, self-assessments, etc.) to the meeting as evidence of the progress made toward identified goals. As an outcome of data review, the team will make a decision to either continue current instructional supports as designed (student is making adequate progress), refine or change instructional time, frequency, or supports (student is not making adequate progress) or discontinue instructional supports (student is at benchmark). The team will construct an action plan for each child that clearly defines interventions to be provided moving forward. Building administrators will work collaboratively with teachers and the District Teaching and Learning Director to develop instructional schedules whereby students receiving Tier 2 and 3 supports remain in the general education setting during all core instruction blocks. All staff work in concert to protect general education (Tier 1) educational opportunities for all students.	Evaluation, Teacher Collaboration	Tier 2	Monitor	08/28/2019	06/03/2022	\$25000	Building/District admin & teaching staff members
	Teachers will collect and analyze formative assessment data using the Wellman & Lipton data dialogue process to gain an understanding of the strengths and supports needed at the individual student, subgroup, (e.g., special education, economically disadvantaged, male/female, etc.), classroom, and grade level. Data dialogues will be held at least three times annually.							

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Activity #2: Support of Teacher Participation Around Data Management & Use	In addition to PLC PD dates & times, teachers participating in data reviews will be provided release time from their classroom and substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support the work. Stipends will be provided to select staff for any additional time that is needed (per the administrative team) to help with these tasks or to plan for current and future needs of evidence-based strategies or resources. Mentor teachers will support their mentees in this area as well.	Teacher Collaboration	Tier 1	Implementation	08/28/2019	06/03/2022	\$5000	Superintendent, Teacher Leaders, Building Principals, Director of Teaching & Learning, & District Data Coordinator
Activity #2: Teachers' Knowledge About One Another's Work	Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_ifsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.wetachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers' instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD's Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another's classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change. Classroom observation protocols to be used: https://education.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive	Professional Learning, Teacher Collaboration	Tier 1	Implementation	08/28/2019	06/03/2022	\$10000	District/building administrators and all K-12 Teachers

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Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Outcome of Data Collection: • Discipline referral (events by type, total number of events, suspensions, expulsions) and attendance data will be collected annually and compared to baseline data as one indicator of impact. • Staff will complete the “Staff ACES Survey” included in the The Trauma Informed School text where staff are in their current thinking and knowledge around trauma-informed practices as compared to baseline data collected. • Students will also complete a student survey connected to Climate/Culture/Safety. (Exact survey still to be determined.)	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	Superintendent, Building Administrators, district Data Coordinator, and Teaching & Learning Director
Activity #2: Model Unit Implementation	All teachers included in ELA (and potentially secondary Science) will implement, as defined in the building scale-up plan, the model unit constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Teachers and Building/District Administrators
Activity #1: Provide Initial Data-Driven Dialogue Professional Learning (2019-2022)	Each year, new building/district leaders, school improvement team members, and instructional staff members (along with current staff requests by teacher or administrator) will receive initial training provided by our District Data Coordinator, Teaching & Learning Director, or an alternative, well-qualified trainer or teacher leader on the use of the Data-Driven Dialogue (DDD) processes. Customized professional learning will be provided to meet team or individual needs in response to aggregate team data collected through the “District Data Team Self- Assessment” (authored by the Massachusetts Department of Elementary and Secondary Education), by specific PIVOT 5D+ educator data, or by self-determined needs or requests. This data will also serve as a baseline from which to measure progress and growth in data-driven practices.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$5000	Superintendent, Director of Teaching & Learning, District Data Coordinator, & Building Principals

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Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Walk-Throughs and/or Instructional Rounds: Building administrators/and or teams of teachers will engage in walk throughs and/or instructional rounds to observe, learn about, and support implementation efforts aligned to a trauma-informed culture. Observers will look for visible evidence to confirm the implementation of agreed upon non-negotiable practices and provide aggregate data to staff for use in progress monitoring data dialogues.	Walkthrough	Tier 1	Monitor	08/28/2019	06/03/2022	\$25000	Building, Teachers, and District Administrative Teams
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Activity #2: Implement Level 1	Level 1: Mindfulness: All teachers will create space for and lead one weekly opportunities for students to learn and practice a variety of mindfulness strategies focused on building self-regulation, self-reflection, self-compassion and empathy skills. PBIS/FVA/Growth Mindsets: All teachers will effectively implement school-wide PBIS/FVA/Growth Mindset strategies and vocabulary as defined in more detail in the PBIS strategy. Peace Corners: All teachers will create space for, teach appropriate use of, and provide feedback on student use of a peace corner in their classroom that students may utilize to regulate their physical and emotional state and practice SEL skills. Accountability Partners: All staff will select an adult accountability partner in the building and be provided monthly time to meet with their accountability partner to focus on self-care strategies. Self-care strategy sharing will be incorporated into quarterly staff meetings throughout the school year to reduce the impact of secondary trauma. Continuum of Response to Inappropriate Behavior: All teachers and staff will respond to the practices specified in the Continuum of Response to Inappropriate Behavior. Handle with Care: The schools/district will partner with law enforcement agencies to create a system whereby key educational leaders and teachers are notified if a student in the school is a victim of trauma and should be handled with care. The chain of communication would be law enforcement, Superintendent, building principal or assistant principal, teacher(s) of the student or family. Trauma-Informed Practitioner or Team: The school counselor, principal/assistant principal, and other designated staff (including support staff) will receive training as needed and follow an annual plan within the following areas and based upon building and student-specific needs: Crisis Prevention & Interventions (CPI and de-escalation), Adverse Childhood Experiences (ACEs), Mindfulness, Social Emotional Learning	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$500000	All District Teachers, Counselors, Administrators and applicable Community Agencies
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	(ACEs), Mindfulness, Social Emotional Learning Competencies, Check-In/Check-Out, 7 Norms of Collaboration, Restorative Practices, Youth Mental Health First Aid, and Accessing Community Support Agencies. The school counselor, principal/assistant principal may serve as a train-the-trainer and coach to all staff during the implementation stages of these practices.								
Activity #3: Program Evaluation Tool	Building/district-level administrators and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk through data, and staff perception data will be considered to guide completion of the PET.	Monitor, Policy and Process	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000		Building Principals, Teachers, T & L Director, & Data Coordinator
Activity #1: Building a Scale-Up Plan	District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA (and perhaps 9-12 Science), the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Professional Learning, Communication	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$25000		District, building, and teacher serving in collaborative ISD-wide teams

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Activity #2: Responsiveness of Leadership	District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned.	Policy and Process, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	District/Building Administrators
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Each building principal and assistant principal will serve as their school's "Trauma-Informed Practitioner/Leader" and align job their own, their counselors, or other building staff's job descriptions to include the following roles and responsibilities within their building and receive any necessary training in: • Crisis Prevention & Interventions, • Adverse Childhood Experiences (ACEs), • Mindfulness & Growth Mindsets, • Social Emotional Learning Competencies, • Check-In/Check-Out, • 7 Norms of Collaboration, • Restorative Practices, and • Accessing Community Support. Building principals, assistant principals, and the District Teaching and Learning Director will serve as a train-the-trainer and coach to all building staff during their implementation of these practices, provide check-in/check-outs for students and staff, provide a peace corner within the school to lead students in their practice of mindfulness and SEL competencies, connect students and families in crisis with the appropriate community resources and agencies of support, and construct re-entry plans for students who are out of the building for more than three days due to disciplinary measures, illness, or trauma-related events.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	Building principals, assistant principals, and the District Teaching and Learning Director

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Activity #3: Annual Staff Perception Data	Teachers and building/district administrators will have an opportunity to provide anonymous feedback on initiative implementation through an annual perception survey or specific, district-wide dialogue question & answer. At minimum, the survey concerning district-wide dialogue will gather feedback on perceived readiness or skill levels, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers & Administrators in the District
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Alignment of Practices and Policies: District and building administrators will engage staff in an analysis of current classroom, grade/content level, building, and district policies and practices for alignment to that of a trauma-informed school. They will also use a consistent, district-wide, decision-making protocol for creating a list of recommended changes and "non-negotiable practices" to be implemented at each building level (e.g., K-5, 6-8, & 9-12).	Policy and Process	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District and building administrators
Activity #1: Getting Ready to Implement 2019-2022	Baseline Data Collection: Collect baseline data using the "Staff ACES Survey" included in the The Trauma Informed School text by J. Sporleder and H.T. Forbes or a similar type of survey to assess where staff are in their thinking and knowledge around trauma-informed practices • Collect baseline discipline: Events by type, total number of events, suspensions, and expulsions. Data collection is F2019-S2022. • Collect attendance data from F2019-S2022.	Monitor	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$25000	All district administrators and educational staff
Activity #3: Support of Teacher Participation & Understanding Around Data Monitoring and Evaluation	Teachers participating in data dialogues, monitoring, or evaluating endeavors will be provided release time from their classroom with substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support this work. Stipends will be provided to select staff (per the administrative team) for additional time that is needed to help with these tasks and to plan for/learn to implement strategies (using evidence-based strategies or resources) to improve student learning.	Evaluation, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	District & Building Administrators, Teacher Leaders, & Select Teachers
Activity #3: Program Evaluation Tool	Building, district, and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk-through data, staff perception data, and district-dialogue Q&As will be considered to guide completion of the PET.	Evaluation	Tier 1	Implement	06/30/2020	06/30/2022	\$1000	Building, district, and teacher leaders

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Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage Community Partners: Partner with BASES (or similar community resources) to help identify and effectively coordinate supports for staff, students, and families with trauma-related and/or mental health needs.	Community Engagement	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	District Administrative Team
Activity #2: Utilize Illuminate as an Instructional Tool	Instructional staff will utilize the Literacy Body of Evidence for grades K-3, based on the Illuminate platform, to increase their understanding of and instructional responses to student learning strengths and challenges. Likewise, K-12 teachers will gain increased understanding of the uses of Illuminate to guide instruction based on their students' strengths and challenges. All teachers will have the opportunity to complete 1 to 5 of the Illuminate training modules (with paid \$30/hr. stipends if beyond school hours) or have similar training from the District Data Coordinator or Director of Teaching and Learning. The desired outcome is that our K-12 teaching staff will be able to show evidence of using Illuminate to filter assessment tools and utilize features to inform their instruction.	Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Principals, Literacy Coaches, District Data Coordinator, & Director of Teaching and Learning.
Activity #2: Establish a Data Review Calendar	Building administrators (K-12), the District Data Coordinator, and the Teaching & Learning Director, in collaboration with members of the district and school improvement/data teams, will develop an annual calendar that includes a minimum of three dates (beginning of year, mid-year, and end-of-year) to review fidelity and outcome data related to school improvement strategies. Subgroup data (e.g., economically disadvantaged, special education, male/female, Native American, 2 or more races, etc.) will be compared to "all student" data and used to identify and program for group-specific learning needs and subgroups to target for MTSS and flexible group supports. The end-of-year data review will also include a comprehensive data review (needs assessment) inclusive of demographic, academic, perception, and process data. The comprehensive data review along with fidelity and outcome data specific to school improvement and district improvement strategies will be used to chart a course and make adjustments to school and district improvement plans. Similarly, the calendar will include minimally three opportunities, scheduled individually, for teachers to review their own classroom data.	Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Administrators (K-12), the District Data Coordinator, and the Teaching & Learning Director, in collaboration with members of the district and school improvement/data teams

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Activity #3: Annual Staff Perception Data	Teachers will have an opportunity to anonymously give feedback on initiative implementation through an annual perception survey. At minimum, the survey will gather feedback on perceived readiness, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Implementation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building principals, teacher leaders, and T & L Director
Activity #3: Outcome Data Collection	Baseline state and national assessment data (e.g., M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring tests and serve as a foundation for measuring impact in years two and three of strategy implementation.	Evaluation, Monitor	Tier 1	Implement	06/07/2019	06/03/2022	\$1000	All District Administrators, Teacher Leaders, & the District Data Coordinator
Activity #3: Conduct Data Reviews for Continuous Improvement	2. Data/school improvement team members will participate in a minimum of three data reviews (beginning of year, mid-year, and end-of-year) using the Wellman & Lipton data dialogue process and protocol. Teams will analyze perception data from successive administrations of the surveys selected in the getting ready to implement phase and data collected to monitor intervention effectiveness in addition to other demographic, academic, process, and perception data being collected. Data dialogues will result in written action plans that clearly define the continuous improvement steps to be taken, with specific attention to any adjustments necessary to support Collective Teacher Efficacy efforts and effective interventions for students.	Evaluation, Policy and Process	Tier 1	Monitor	08/28/2019	06/03/2022	\$10000	District & Building Improvement Teams and PLCs

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Activity #2: Advanced Teacher Influence	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading and Writing (all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	District/Builing Administrators and Char-Em
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Activity #1: Professional Learning	All K-12 teachers will engage in initial, consistent learning around Collective Teacher Efficacy (CTE) that increases their understanding of what CTE is, the six enabling conditions for CTE, and the effect of CTE on student achievement. Teachers will read Collective Efficacy articles and view videos of leading researchers J. Donohoo, P. Bloomberg, B. Pitchford, or J. Hattie to engage in jigsaw-type discussions within grade level/department teams around prepared question guides during established PLC meeting times or curriculum meetings. Meeting agendas will include time for staff to organize and synthesize group/self-learning goals. All grade-level PLCs will meet complete reflection sheets after each curriculum committee meeting to discuss efficacy across various academic areas. Principals will provide time at staff meetings to do deliberate practice of lesson delivery with grade level peers. (following a push/praise delivery model).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District & Building Administrators, District Coaches, and Teacher Leaders
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage in District Mentoring Program: New teachers will be partnered with seasoned, highly-effective teachers to help them navigate the first five years of teaching. As part of this process there will be two book studies in 2019-20 that align with this goal- The Motivated Brain: Improving Student Attention, Engagement, & Perseverance (Gregory & Kaufeldt, 2015) and All Learning is Social & Emotional: Helping Students Develop Essential Skills for the Classroom & Beyond (Frey, Fisher, & Smith, 2019). Both book studies will be led by the district's Director of Teaching & Learning.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District Teaching & Learning director

Title VI Part B

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Activity #2: Utilize Illuminate as an Instructional Tool	Instructional staff will utilize the Literacy Body of Evidence for grades K-3, based on the Illuminate platform, to increase their understanding of and instructional responses to student learning strengths and challenges. Likewise, K-12 teachers will gain increased understanding of the uses of Illuminate to guide instruction based on their students' strengths and challenges. All teachers will have the opportunity to complete 1 to 5 of the Illuminate training modules (with paid \$30/hr. stipends if beyond school hours) or have similar training from the District Data Coordinator or Director of Teaching and Learning. The desired outcome is that our K-12 teaching staff will be able to show evidence of using Illuminate to filter assessment tools and utilize features to inform their instruction.	Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Principals, Literacy Coaches, District Data Coordinator, & Director of Teaching and Learning.
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity #3: Annual Staff Perception Data	Teachers will have an opportunity to anonymously give feedback on initiative implementation through an annual perception survey. At minimum, the survey will gather feedback on perceived readiness, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Teachers and Building Administrators
Activity #3: Outcome Data Collection	Baseline state assessment data (M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring 2019 tests and serve as a foundation for measuring impact in years two and three of strategy implementation.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Building/District Administrators, Teachers, Literacy Coaches, & District Data Coordinator
Activity #3: Program Evaluation Tool	Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk through data, and staff perception data will be considered to guide completion of the PET.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Building Principals & Teacher Leaders

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Activity #3: Child Study/Intervention Meeting Action Plan Monitoring (CTMs)	Building administration will monitor the quality of action plans for the selection of high leverage, research-based intervention strategies, specificity of intervention instruction, frequency and duration of interventions being provided, and assessment data-strategy alignment.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Building Principals
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Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity #2: Model Unit Implementation	All teachers included in ELA (and potentially secondary Science) will implement, as defined in the building scale-up plan, the model unit constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers and Building/District Administrators
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage Parents as Partners: Engage parents in learning opportunities around ACE's, how to prevent and mitigate the impact of trauma, and how to access school and community resources and support through parent meetings, collaborative team meetings, child study, IEP's, Parent-Teacher meetings, and orientations.	Parent Involvement	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$3000	Building Principals and the District Teaching & Learning Director
Activity #2: Support of Teacher Participation Around Data Management & Use	In addition to PLC PD dates & times, teachers participating in data reviews will be provided release time from their classroom and substitute teachers or stipend-pay outside of school hours (\$30/hr /contract) to support the work. Stipends will be provided to select staff for any additional time that is needed (per the administrative team) to help with these tasks or to plan for current and future needs of evidence-based strategies or resources. Mentor teachers will support their mentees in this area as well.	Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Superintendent, Teacher Leaders, Building Principals, Director of Teaching & Learning, & District Data Coordinator

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Activity #1: Provide Initial Data-Driven Dialogue Professional Learning (2019-2022)	Each year, new building/district leaders, school improvement team members, and instructional staff members (along with current staff requests by teacher or administrator) will receive initial training provided by our District Data Coordinator, Teaching & Learning Director, or an alternative, well-qualified trainer or teacher leader on the use of the Data-Driven Dialogue (DDD) processes. Customized professional learning will be provided to meet team or individual needs in response to aggregate team data collected through the "District Data Team Self-Assessment" (authored by the Massachusetts Department of Elementary and Secondary Education), by specific PIVOT 5D+ educator data, or by self-determined needs or requests. This data will also serve as a baseline from which to measure progress and growth in data-driven practices.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	Superintendent, Director of Teaching & Learning, District Data Coordinator, & Building Principals
Activity #1: Analyze & Improve Illuminate Data Integrity	Building administrators, the Teaching & Learning Director, and the District Data Coordinator will work with the ISD to ensure the data integrity of assessment files uploaded to Illuminate. District Data Coordinator, along with any individuals in the district/school responsible for assessment data entry, will participate in a webinar entitled "Moving Data Practices Forward" or a follow-up training to ensure the timeliness and integrity of assessment files being uploaded in Illuminate. An outcome of the training is that key individuals in the process will be able to prevent or identify any shortcomings in their data entry and upload process that could or do compromise data integrity.	Technology	Tier 1	Getting Ready	08/01/2019	06/03/2022	\$5000	Superintendent, Building Administrators, the Teaching & Learning Director, District Head of Technology, and the District Data Coordinator

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Activity #1: Participate in Illuminate Basic Training	All instructional staff (new to the district or requested) will be provided with access to training, in the form of five online webinars produced by Char-Em ISD or through our District Data Coordinator or Teaching & Learning Director, around how to use Illuminate as a data management and instructional tool. Staff can select any one, more, or all, of these webinars to customize training to their needs or meet with the District Data Coordinator concerning certain aspects of use. Webinar or internal Illuminate workshop topics include: • Basic Navigation of Illuminate, • Using Reports in Illuminate, • Constructing On-the-Fly Assessments in Illuminate, • Constructing Manual/Hybrid Assessments in Illuminate, and • Constructing Item-bank Assessments in Illuminate.	Technology	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$5000	Superintendent, Director of Teaching & Learning, District Data Coordinator, Technology Director, and Principals
Activity #2: Conduct Data Driven Dialogues	District and building data or school improvement teams will conduct a minimum of three data driven dialogues (beginning of year, mid-year, end-of-year), following the DDD protocol, using fidelity and outcome data identified to assess the implementation and impact of school improvement strategies. District Data Coordinator or Teaching & Learning Director will work in conjunction with other district administrators, teacher leaders, and the ISD School Improvement & Data Coordinator (as needed) to assist in the identification and collection of data, meeting and agenda planning, development of data displays, and/or facilitation of the data dialogue. Data dialogues will include a thorough examination of root cause(s) that informs action planning that result in the selection of high-leverage strategies that match causal factors. Continuation of additional data dialogues will be used to measure the effectiveness level of these strategies and further related actions. Literacy Coaches will utilize data action plans and outcomes as they support teachers and their classroom in Literacy Essentials and coaches will continue to be provided training that aligns to needed supports uncovered during the literacy data dialogue journey.	Implementation	Tier 1	Implement	08/28/2019	06/03/2022	\$6000	Superintendent, Building Principal, District Data Coordinator, and Teaching & Learning Director will work in conjunction district teacher leaders, and (at times) the ISD School Improvement Coordinator

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Activity #2: Support of Teacher Participation Around Data Management & Use	In addition to PLC PD dates & times, teachers participating in data reviews will be provided release time from their classroom and substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support the work. Stipends will be provided to select staff for any additional time that is needed (per the administrative team) to help with these tasks or to plan for current and future needs of evidence-based strategies or resources. Mentor teachers will support their mentees in this area as well.	Teacher Collaboration	Tier 1	Implementation	08/28/2019	06/03/2022	\$10000	Superintendent, Teacher Leaders, Building Principals, Director of Teaching & Learning, & District Data Coordinator
Activity #2: Conduct an Assessment Inventory and Update	District Data Coordinator, K-12 building administrators, and/or the Teaching & Learning Director will annually conduct a comprehensive assessment inventory (through dialogue with instructional staff, teacher leaders, administrators, and PIVOT 5D+ data) that includes a list of all benchmark, interim, and summative assessments currently utilized in each grade level and content area. All instructional staff will be provided an opportunity for input with regard to the quality of instructional information the current assessment plan yields, as well as perceptions of current gaps and redundancies in the assessment plan. Staff input will be used as a data point for the annual refinement of the assessment plan.	Monitor	Tier 1	Implementation	08/28/2019	06/03/2022	\$10000	Superintendent, District Data Coordinator, K-12 Building Administrators, Building Principals, & Director of Teaching & Learning

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Activity #2: Establish a Data Review Calendar	Building administrators (K-12), the District Data Coordinator, and the Teaching & Learning Director, in collaboration with members of the district and school improvement/data teams, will develop an annual calendar that includes a minimum of three dates (beginning of year, mid-year, and end-of-year) to review fidelity and outcome data related to school improvement strategies. Subgroup data (e.g., economically disadvantaged, special education, male/female, Native American, 2 or more races, etc.) will be compared to "all student" data and used to identify and program for group-specific learning needs and subgroups to target for MTSS and flexible group supports. The end-of-year data review will also include a comprehensive data review (needs assessment) inclusive of demographic, academic, perception, and process data. The comprehensive data review along with fidelity and outcome data specific to school improvement and district improvement strategies will be used to chart a course and make adjustments to school and district improvement plans. Similarly, the calendar will include minimally three opportunities, scheduled individually, for teachers to review their own classroom data.	Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Building Administrators (K-12), the District Data Coordinator, and the Teaching & Learning Director, in collaboration with members of the district and school improvement/data teams
Activity #2: Utilize Illuminate as an Instructional Tool	Instructional staff will utilize the Literacy Body of Evidence for grades K-3, based on the Illuminate platform, to increase their understanding of and instructional responses to student learning strengths and challenges. Likewise, K-12 teachers will gain increased understanding of the uses of Illuminate to guide instruction based on their students' strengths and challenges. All teachers will have the opportunity to complete 1 to 5 of the Illuminate training modules (with paid \$30/hr. stipends if beyond school hours) or have similar training from the District Data Coordinator or Director of Teaching and Learning. The desired outcome is that our K-12 teaching staff will be able to show evidence of using Illuminate to filter assessment tools and utilize features to inform their instruction.	Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	Building Principals, Literacy Coaches, District Data Coordinator, & Director of Teaching and Learning.

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Activity #3: Action Plan Development & Monitoring	Data dialogues will result in clear and actionable written plans at the district, building/school, grade/PLC, department, and classroom level(s). Action plan "Look Fors" will include (sometimes using stipend pay): • A focus on identified causal factors, • Address all student and group-specific learning needs, • High leverage strategies that target the root cause and specific student learning needs, and • A specific monitoring plan for actionable items (i.e., How will we know our action plan is producing the intended results?).	Professional Learning, Teacher Collaboration	Tier 1	Monitor	08/28/2019	06/03/2022	\$10000	District & Building Administrators, District Data Coach, Teacher Leaders, Grade-Level PLCs, & Individual Teachers
Activity #3: Data Driven Dialogue Observations, Feedback, and Coaching	Building administrators, the District Data Coordinator, & the Teaching & Learning Director will engage in data/school improvement data driven dialogues to observe, learn about, provide feedback around, and support implementation and monitoring efforts. Administrators will use the Data Driven Dialogue process "cheat sheet" (e.g., as provided by the ISD) or district worksheets and protocols to assist in monitoring, providing feedback around, and supporting their data/school improvement teams in developing effective data dialogue skills. Coaching support, as needed or requested (with appropriate stipend pay), will be provided by the District Data Coordinator or other district administrators and may include guided facilitation, modeling, and/or coaching and feedback cycles.	Monitor, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Building Administrators, the District Data Coordinator, & the Teaching & Learning Director
Activity #3: Annual Staff Perception Data	Teachers and building/district administrators will have an opportunity to provide anonymous feedback on initiative implementation through an annual perception survey or specific, district-wide dialogue question & answer. At minimum, the survey concerning district-wide dialogue will gather feedback on perceived readiness or skill levels, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Monitor	Tier 1	Implement	08/28/2019	06/03/2022	\$5000	Teachers & Administrators in the District
Activity #3: Program Evaluation Tool	Building, district, and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk-through data, staff perception data, and district-dialogue Q&As will be considered to guide completion of the PET.	Evaluation	Tier 1	Implement	06/30/2020	06/30/2022	\$1000	Building, district, and teacher leaders

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Activity #3: Outcome Data Collection	Baseline state and national assessment data (e.g., M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring tests and serve as a foundation for measuring impact in years two and three of strategy implementation.	Evaluation, Monitor	Tier 1	Implement	06/07/2019	06/03/2022	\$1000	All District Administrators, Teacher Leaders, & the District Data Coordinator
Activity #3: Support of Teacher Participation & Understanding Around Data Monitoring and Evaluation	Teachers participating in data dialogues, monitoring, or evaluating endeavors will be provided release time from their classroom with substitute teachers or stipend-pay outside of school hours (\$30/hr./contract) to support this work. Stipends will be provided to select staff (per the administrative team) for additional time that is needed to help with these tasks and to plan for/learn to implement strategies (using evidence-based strategies or resources) to improve student learning.	Evaluation, Professional Learning	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	District & Building Administrators, Teacher Leaders, & Select Teachers
Activity #1: Getting Ready to Implement 2019-2022	Professional Learning: Within our district's professional learning calendar, there will be opportunities for staff to learn about what it means to be a trauma-informed school. We will utilize the following resources or others that best meet our needs: • Char-Em PD Day - all staff in November (full day in 2019 & 2020), • Book or Article Studies- Example: The Trauma Informed School by J. Sporleder (2019-2022), • LTBB PD on Historical Trauma and Suicide (2019-2020) • District PD Trauma /Informed Schools (2019-2022), • Trauma Informed- Admin, PLC, department, and building meetings (2019-2022), and • Trauma Informed- Building library materials to support sustained learning (2019-2022).	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$20000	Char-Em staff & district admin
Activity #1: Getting Ready to Implement 2019-2022	Baseline Data Collection: Collect baseline data using the "Staff ACES Survey" included in the The Trauma Informed School text by J. Sporleder and H.T. Forbes or a similar type of survey to assess where staff are in their thinking and knowledge around trauma-informed practices • Collect baseline discipline: Events by type, total number of events, suspensions, and expulsions. Data collection is F2019-S2022. • Collect attendance data from F2019-S2022.	Monitor	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$25000	All district administrators and educational staff

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Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Professional Learning- Shifting Mindsets: Engage staff in the following or similar professional learning activities to create a district-wide, shared understanding of how ACEs impact learning and behavior and how to appropriately integrate supports for students: • View and review the Resilience and/or Paper Tigers movies & engage in facilitated reflection activities. • Building leaders and all staff participate in ACES or Trauma 101 training. • Engage in a book study or similar article studies on Trauma-Informed Schools. (e.g., K-12 Staff utilizing The Trauma-Informed School text from Sporleder and Forbes.)	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$15000	District Administrators with support from Char-Em ISD Personnel
Activity #1: Getting Ready to Implement 2019-2022	Professional Learning: Engage staff in professional learning around the following activities they will be expected to implement with fidelity, efficacy, and consistency: • Mindfulness, • Growth Mindsets, • PBIS/FVA, • Peace Corners, • Accountability Partners, • Continuum of Response to Inappropriate Behavior, • SOC, • Restorative Justice & Circles, • Check-In/Check-Out, • ISS Procedures, • Climate surveys. and • Create a shared understanding and clarity around what effective implementation of strategies looks and sounds like within all K-12 settings, with all K-12 staff, and with all K-12 students within the school.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$15000	District administrators & Char-Em personnel/presenters

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Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Each building principal and assistant principal will serve as their school's "Trauma-Informed Practitioner/Leader" and align job their own, their counselors, or other building staff's job descriptions to include the following roles and responsibilities within their building and receive any necessary training in: • Crisis Prevention & Interventions, • Adverse Childhood Experiences (ACEs), • Mindfulness & Growth Mindsets, • Social Emotional Learning Competencies, • Check-In/Check-Out, • 7 Norms of Collaboration, • Restorative Practices, and • Accessing Community Support. Building principals, assistant principals, and the District Teaching and Learning Director will serve as a train-the-trainer and coach to all building staff during their implementation of these practices, provide check-in/check-outs for students and staff, provide a peace corner within the school to lead students in their practice of mindfulness and SEL competencies, connect students and families in crisis with the appropriate community resources and agencies of support, and construct re-entry plans for students who are out of the building for more than three days due to disciplinary measures, illness, or trauma-related events.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	Building principals, assistant principals, and the District Teaching and Learning Director
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Alignment of Practices and Policies: District and building administrators will engage staff in an analysis of current classroom, grade/content level, building, and district policies and practices for alignment to that of a trauma-informed school. They will also use a consistent, district-wide, decision-making protocol for creating a list of recommended changes and "non-negotiable practices" to be implemented at each building level (e.g., K-5, 6-8, & 9-12).	Policy and Process	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District and building administrators
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage in District Mentoring Program: New teachers will be partnered with seasoned, highly-effective teachers to help them navigate the first five years of teaching. As part of this process there will be two book studies in 2019-20 that align with this goal- The Motivated Brain: Improving Student Attention, Engagement, & Perseverance (Gregory & Kaufeldt, 2015) and All Learning is Social & Emotional: Helping Students Develop Essential Skills for the Classroom & Beyond (Frey, Fisher, & Smith, 2019). Both book studies will be led by the district's Director of Teaching & Learning.	Professional Learning	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$13000	District Teaching & Learning director

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Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage Community Partners: Partner with BASES (or similar community resources) to help identify and effectively coordinate supports for staff, students, and families with trauma-related and/or mental health needs.	Community Engagement	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	District Administrative Team
Activity #1: Getting Ready to Implement Data Dialogue for New or Requested PSP Educational Staff 2019-2022	Engage Parents as Partners: Engage parents in learning opportunities around ACE's, how to prevent and mitigate the impact of trauma, and how to access school and community resources and support through parent meetings, collaborative team meetings, child study, IEP's, Parent-Teacher meetings, and orientations.	Parent Involvement	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$3000	Building Principals and the District Teaching & Learning Director

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Activity #2: Implement Level 1	Level 1: Mindfulness: All teachers will create space for and lead one weekly opportunities for students to learn and practice a variety of mindfulness strategies focused on building self-regulation, self-reflection, self-compassion and empathy skills. PBIS/FVA/Growth Mindsets: All teachers will effectively implement school-wide PBIS/FVA/Growth Mindset strategies and vocabulary as defined in more detail in the PBIS strategy. Peace Corners: All teachers will create space for, teach appropriate use of, and provide feedback on student use of a peace corner in their classroom that students may utilize to regulate their physical and emotional state and practice SEL skills. Accountability Partners: All staff will select an adult accountability partner in the building and be provided monthly time to meet with their accountability partner to focus on self-care strategies. Self-care strategy sharing will be incorporated into quarterly staff meetings throughout the school year to reduce the impact of secondary trauma.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$525000	All District Teachers, Counselors, Administrators and applicable Community Agencies
Continuum of Response to Inappropriate Behavior: All teachers and staff will respond to student behavior challenges in accordance with the practices specified in the Continuum of Response to Inappropriate Behavior. Handle with Care: The schools/district will partner with law enforcement agencies to create a system whereby key educational leaders and teachers are notified if a student in the school is a victim of trauma and should be handled with care. The chain of communication would be law enforcement, Superintendent, building principal or assistant principal, teacher(s) of the student or family. Trauma-Informed Practitioner or Team: The school counselor, principal/assistant principal, and other designated staff (including support staff) will receive training as needed and follow an annual plan within the following areas and based upon building and student-specific needs: Crisis Prevention & Interventions (CPI and de-escalation), Adverse Childhood Experiences (ACEs), Mindfulness, Social Emotional Learning								

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Activity #2: Implement Level 2	(ACEs), Mindfulness, Social Emotional Learning Competencies, Check-In/Check-Out, 7 Norms of Collaboration, Restorative Practices, Youth Mental Health First Aid, and Accessing Community Support Agencies. The school counselor, principal/assistant principal may serve as a train-the-trainer and coach to all staff during the implementation stages of these practices. Level II: Trauma-Informed Practitioner or Team: The school Principal will implement a system for and facilitate daily check-in/check-outs for students and staff, create and maintain a safe place within the school to lead students in their practice of mindfulness and SEL competencies and reaffirm, rebuild and restore relationships within the school community. Restorative Practices/Restorative Justice: Teachers, support staff, and administrators will utilize restorative practices, circles, dialogue, and questions as an alternative to punitive discipline strategies when the classroom or building community has been harmed to reaffirm, rebuild and restore relationships. Check-In/Check-Out Mentoring: Teachers, support staff, and administrators will identify at-risk students who will most benefit from check-in/check-out and facilitate daily check-in/check-out opportunities for identified students in accordance with the practices presented in the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program by Crone, Hawkin, and Homer and aligned with the PBIS initiative.	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$13000	Teachers, Support Staff/Paraprofessionals, and all District Administrators
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Activity 2: Implement Level 3	Level 3: Trauma-Informed Practitioners: The school behavioral specialists/interventionists, counselors, and contracted social worker will connect students and families in crisis with the appropriate community resources and agencies of support and construct re-entry plans for students who are out of the building for more than three days due to disciplinary measures, illness, or trauma-related events. PSP School/District Crisis Response Plan: Follow district guidelines and protocols (e.g., Responding to Student Threats of Violence). Major categories include: Lockdown, Secure Mode, Holding Pattern, Shelter in Place, Weather, Fire, Medical, & Evacuation	Behavioral Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	Char-Em ISD staff members, Public Safety, District Administrators, Alcona Health Professionals, and Parents
Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Walk-Throughs and/or Instructional Rounds: Building administrators and/or teams of teachers will engage in walk throughs and/or instructional rounds to observe, learn about, and support implementation efforts aligned to a trauma-informed culture. Observers will look for visible evidence to confirm the implementation of agreed upon non-negotiable practices and provide aggregate data to staff for use in progress monitoring data dialogues.	Walkthrough	Tier 1	Monitor	08/28/2019	06/03/2022	\$25000	Building, Teachers, and District Administrative Teams
Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Program Evaluation Tool: Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Fidelity data will be gathered through any of the following tools: • Restorative Practices Implementation, Trainers and Training: An Administrator's Checklist • Wisconsin Trauma-Sensitive Schools Fidelity Tool • Trauma-Informed Enhancements to Tiered Fidelity Inventory • A district-created survey/inventory resembling similar questions per the above and combined with walk through data and staff perception data to guide completion of the PET.	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$2000	Building Administrators, Teacher Leaders, & the District Teaching & Learning Director

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Activity #3: Monitor and Evaluate Data Dialogues & Associated Action Plans of PSP Educators 2019-2022	Outcome of Data Collection: - Discipline referral (events by type, total number of events, suspensions, expulsions) and attendance data will be collected annually and compared to baseline data as one indicator of impact. - Staff will complete the "Staff ACES Survey" included in the The Trauma Informed School text where staff are in their current thinking and knowledge around trauma-informed practices as compared to baseline data collected. - Students will also complete a student survey connected to Climate/Culture/Safety. (Exact survey still to be determined.)	Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	Superintendent, Building Administrators, district Data Coordinator, and Teaching & Learning Director
Activity #1: School Readiness	District, building and teacher leaders will use the "School Readiness Checklist" prepared by Char-Em ISD to assess strengths and address gaps in readiness prior to full implementation. School readiness steps include providing an overview of the implementation activities and timeline to all instructional staff, securing at least 80% support from instructional staff, identifying instructional leaders for participation in collaborative learning teams, securing building leader commitment to prioritizing the work, supporting staff in learning and data review and attending the training as a building leader.	Implementation	Tier 1	Getting Ready	08/28/2019	08/26/2020	\$15000	District/Building Teacher Leaders and Teachers
Activity #1: Building a Scale-Up Plan	District, building and teacher leaders who served on collaborative ISD-wide teams will work in conjunction with the ISD to develop a scale-up plan that builds a common understanding of priority standards, learning targets, success criteria, learning progressions, and formative assessments amongst instructional staff (teachers, instructional coaches, and paraprofessionals). Additionally, the plan will address building-wide expectations for implementation of the initial model unit, a timeline and process for the development and implementation of the 6-8 remaining units in ELA (and perhaps 9-12 Science), the ongoing scaffolds/supports available during implementation, and a monitoring plan inclusive of data review and analysis.	Professional Learning, Communication	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$25000	District, building, and teacher serving in collaborative ISD-wide teams

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Activity #1: Ongoing Unit Development	Teachers will continue the work of unit design (e.g., development of priority standards, learning targets, success criteria, learning progressions, and formative assessments) in accordance with the scale-up plan timeline and processes established, until units in each of the four core content areas are completed. District and school leaders will provide adequate time, resources, and support for the intended outcomes.	Curriculum Development	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$10000	District and school leaders, teachers, & ISD learning leaders
Activity #2: Model Unit Implementation	All teachers included in ELA (and potentially secondary Science) will implement, as defined in the building scale-up plan, the model unit constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$35000	Teachers and Building/District Administrators
Activity #2: Implementation of Additional Units	All teachers will implement, as defined in the building scale-up plan, units constructed for their specific grade and content area. Implementation will include appropriate attention to priority and supporting standards in lesson design, utilization of aligned learning targets and success criteria, appropriate lesson pacing, scaffolding, and differentiation reflective of developed learning progressions and ongoing instructional adjustments in response to feedback from unit formative assessments.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$30000	Teachers & Building Principals
Activity #2: Professional Collaboration Opportunities	All teachers will have opportunities to collaborate around implemented units during the school year through/during PLCs, strategic planning committee meetings, vertical core teams, etc. Agendas for this time will be grounded in data analysis, providing a platform for dialogue around the successes and challenges of implementation, lesson design and assessment creation, supports for students in relationship to learning progressions, and desired instructional supports.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	Teachers, Building Administrators, & Teaching & Learning Director

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Activity #2: MTSS Integration	Teachers will utilize the formative assessment data collected to inform decisions related to the supports necessary for individual student success. Tier 2 and 3 intervention goals and progress monitoring will reflect a focus on priority standards and the degree of student mastery achieved. Program and student placement decisions will be largely based on a student's learning in relationship to established learning progressions following district placement and programming norms for Tiers 2 & 3.	Academic Support Program	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Teachers & Building Principals
Activity #3: Formative Assessment Data Collection	Teachers will collect and analyze formative assessment data using the Wellman & Lipton data dialogue process to gain an understanding of the strengths and supports needed at the individual student, subgroup, (e.g., special education, economically disadvantaged, male/female, etc.), classroom, and grade level. Data dialogues will be held at least three times annually.	Evaluation, Teacher Collaboration	Tier 2	Monitor	08/28/2019	06/03/2022	\$25000	Building/District admin & teaching staff members
Activity #3: Walk Throughs and/or Instructional Rounds	Building administrators/and or teams of teachers will engage in walk throughs and/or instructional rounds to observe, learn about, and support implementation efforts. Observers will use Larry Ainsworth's "Look Fors" checklist to guide them in their understanding of what high fidelity implementation looks and sounds like in the classroom.	Direct Instruction, Evaluation	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building, District, Teacher Leaders, & the District Data Coach
Activity #3: Annual Staff Perception Data	Teachers will have an opportunity to anonymously give feedback on initiative implementation through an annual perception survey. At minimum, the survey will gather feedback on perceived readiness, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Implementation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building principals, teacher leaders, and T & L Director
Activity #3: Program Evaluation Tool	Building/district-level administrators and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk through data, and staff perception data will be considered to guide completion of the PET.	Monitor, Policy and Process	Tier 1	Monitor	08/28/2019	06/03/2022	\$1000	Building Principals, Teachers, T & L Director, & Data Coordinator
Activity #3: Outcome Data Collection	Baseline state and national assessment data (M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring 2019 tests and serve as a foundation for measuring impact in years two and three of strategy implementation	Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building Principals, Teachers, T & L Director, & Data Coordinator

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Activity #1: Baseline Collective Teacher Efficacy Data and Consistent Professional Development for New Staff	All K-12 teachers, support staff, and administrators will engage in the following assessments to determine aggregate baseline levels of CTE and engage in self-reflection around individual CTE levels: - Determine Collective Efficacy Beliefs: All teachers will complete either Goddard & Hoy's (2003) Collective Efficacy Scale OR Tschannen-Moran's (n.d.) Collective Teacher Belief Scale. - Determine Enabling Conditions: All teachers will complete the "Enabling Conditions for Collective Teacher Efficacy Questionnaire" provided in Jenni Donohoo's book, Collective Efficacy: How Educator's Beliefs Impact Student Learning (2017). - Determine Characteristics of the Collaborative Leadership Inquiry Continuum: Provided in Jenni Donohoo's book, Collective Efficacy: How Educator's Beliefs Impact Student Learning (2017).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$1000	District & Building Administrators
Activity #1: Professional Learning	All K-12 teachers will engage in initial, consistent learning around Collective Teacher Efficacy (CTE) that increases their understanding of what CTE is, the six enabling conditions for CTE, and the effect of CTE on student achievement. Teachers will read Collective Efficacy articles and view videos of leading researchers J. Donohoo, P. Bloomberg, B. Pitchford, or J. Hattie to engage in jigsaw-type discussions within grade level/department teams around prepared question guides during established PLC meeting times or curriculum meetings. Meeting agendas will include time for staff to organize and synthesize group/self-learning goals. All grade-level PLCs will meet complete reflection sheets after each curriculum committee meeting to discuss efficacy across various academic areas. Principals will provide time at staff meetings to do deliberate practice of lesson delivery with grade level peers. (following a push/praise delivery model).	Professional Learning, Teacher Collaboration	Tier 1	Getting Ready	08/28/2019	06/03/2022	\$11000	District & Building Administrators, District Coaches, and Teacher Leaders

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Activity #2: Ad	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading and Writing in Science, Math, and CTE, literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Policy and Process	Tier 1	Implement	08/28/2019	06/03/2022	\$25000	Building/District Administrators, Teachers, Leaders, Char-Em Supports, & outside presenters
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Activity #2: Advanced Teacher Influence	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading and Writing (all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$30000	District/Builing Administrators and Char-Em
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Activity #2: Goal Consensus	Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQTL). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling "why"), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals).	Professional Learning, Communication	Tier 1	Implementation	08/28/2019	06/03/2022	\$35000	District/Builing Administrators, Teachers, & Char-Em Staff
	Resource-Developing a Shared Vision Protocol from Jenni Donohoo's Collective Efficacy: How Educators' Beliefs Impact Student Learning.							

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Activity #2: Teachers' Knowledge About One Another's Work	Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	Building/District Administrators and Teacher Leaders
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Activity #2: Teachers' Knowledge About One Another's Work	Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_ifsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers' instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD's Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another's classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change. Classroom observation protocols to be used: https://eleducation.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	District/building administrators and all K-12 Teachers
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Activity #2: Cohesive Staff	Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs. Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$1000	District/Builing Administrators and Teacher Leaders
Activity #2: Responsiveness of Leadership	District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen 1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned.	Policy and Process, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$10000	District/Builing Administrators

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Activity #2: Effective Systems of Intervention	1. Advanced Teacher Influence Teachers will be provided an array of opportunities and be encouraged to assume specific leadership roles within the district (e.g., PLC & department Teacher Leaders with commensurate additional pay for their time and leadership, School Improvement Department Task Force Members, School and District Improvement Committees or TLC) with the power to make decisions using collaborative decision-making strategies (e.g., Adaptive Schools for focusing four, rule of one-third, paired weighting, spend a buck, sufficient consensus, forced choice, six position straw poll, etc.). They will have influential power to guide decisions on school/district-wide issues such as 5-12th consistent Reading Apprenticeship (RA) training and learning rounds, designing curriculum, aligning and creating assessments, and professional learning needs. Research has established a powerful reciprocal relationship between teacher ownership of school processes and collective teacher efficacy, thus the district will be intentional in using staff input to design, communicate, and expand opportunities for teachers to assume leadership roles within the school/district. These leadership roles will engage teachers in high degrees of participation. Leadership roles will engage teachers in high degrees of participation Content-related, evidence-based teaching strategies are also part of teacher efficacy and revolve around training and networking opportunities that include High Quality Teaching and Learning (HQTL), PBIS, Social Emotional Learning, FOSS, Trauma Informed Schools, C3, and Parent Engagement with Eureka Math. More specific training opportunities and networking will also take place and include Reading Apprenticeship, Essential Instructional Practices in Literacy (geln), Data Driven Dialogues, Accessing Informational Texts, Reading/Writing/Speaking (in all content areas including Career Technology), literacy supports in non-core classes, formative assessments, and student self-assessments. 2. Goal Consensus Teachers will have opportunities to engage in "goal consensus" which includes the setting, communicating, and monitoring of learning goals, standards, and expectations so that there is clarity and consensus about goals amongst staff (per HQTL). Goal consensus will be created around district/school mission and vision statements, school improvement goals, effective instructional	Policy and Process, Teacher Collaboration	Tier 1	Implement	08/28/2019	06/03/2022	\$15000	Superintendent, Building Administrators, District Learning Director, and District Data Coordinator
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Public Schools of Petoskey	school improvement goals, effective instructional approaches related to school improvement goals, effective assessment use, data analysis, and intervention practices following Data Dialogues. This work with staff will result in goals that are linked to larger pedagogical, philosophical and moral purposes (build a compelling “why”), garner a commitment of at least 80% of instructional staff, are within the capacity of the group to meet, can be articulated by all, and create a clear picture of the intended target (SMART goals). Resource-Developing a Shared Vision Protocol from Jenni Donohoo’s Collective Efficacy: How Educators’ Beliefs Impact Student Learning. 3. Teachers’ Knowledge About One Another’s Work Teachers will utilize team time during PLC meetings, curriculum meetings, and staff meetings as inquiry time to share what they are discovering about student learning. Agendas for team time will include opportunities for staff to surface, share, and dialogue about student work as evidence of student learning strengths and challenges. Team meeting time working agreements will set an expectation for dialogue around student work samples and data as the norm. Possible protocols to look at student work: https://schoolreforminitiative.org/doc/atlas_lfsw.pdf https://www.achieve.org/files/sites/default/files/Student%20Work%20Protocol%20REVISED_v16.pdf https://www.weteachnyc.org/resources/collection/protocols-looking-student-work/ Teachers will participate in at least two observations of other teachers’ instruction. Observations will be conducted by/through in person observations, video-taped lessons, classroom collaboratives, and other opportunities. ELA teachers in grades K-3 also have an opportunity to participate in Char-Em ISD’s Lab Classroom project, which allows teachers to join a teacher cadre throughout the ISD who travel to one another’s classrooms for observations and post-observation reflective conversations. Remember that it is the reflective conversation, not the observation itself that is most likely to cause change.					
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Classroom observation protocols to be used:

Public Schools of Petoskey	Classroom observation protocols to be used: https://education.org/resources/classroom-lab-protocol https://drive.google.com/drive/u/1/my-drive 4. Cohesive Staff Teachers will learn about and implement the seven norms of collaboration (e.g., pausing, posing, paraphrasing, putting ideas on the table, providing data, paying attention to self and others, presuming positive intentions) as a framework for individual interactions within the larger group, with group development being the ultimate goal. Lead teachers will receive training around these norms through attendance at Adaptive Schools seminars and work collaboratively as a team to provide whole-staff opportunities to learn about and practice norms throughout the school year at staff meetings, professional learning days, and grade-level/department meetings/PLCs. Resources to support building capacity around the seven norms of collaboration: http://www.thinkingcollaborative.com/norms-collaboration-toolkit/ Staff will engage in learning around relational trust. The Full Value Agreement will be utilized during established PLC meeting times. Staff meeting agendas will include time for staff to organize and synthesize group learning. 5. Responsiveness of Leadership District/building leaders will demonstrate an awareness of the issues and influences that detract teachers from focused instruction and improvement by protecting teachers from known distractions to teaching and learning and providing adequate support for school improvement strategy and activity implementation. District/building leaders will reduce interruptions to the classroom, collaborate with teachers to develop a schedule whereby students receiving Tier 2 and 3 supports (via MTSS) remain in the general education setting during all core instruction blocks, provide adequate time (three times per year minimum) for teaching teams to review student work samples and assessment data, provide release time to support teachers observing teachers, secure resources to support identified instructional/learning need, utilize norms from Difficult Conversations: How to Discuss What					
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	Difficult Conversations: How to Discuss What Matters Most (Sone, Patton, & Heen1999), and attend professional learning alongside teachers to better support scale up of high leverage strategies learned. 6. Effective Systems of Intervention Building leaders and data/school improvement team members will evaluate the effectiveness of intervention systems over time using the following beginning, middle and end-of-year data: • Number of students below benchmark in ELA and Math by grade level and building • Number of students currently receiving Tier 2 or 3 interventions by grade level and building • Number of students exiting Tier 2 or 3 interventions by grade level and building • % of IEP goals met by building • % of students in building not receiving additional support outside of the scope of Tier 1 general education instruction • % of students making adequate growth/progress by program (i.e., Cloud Nine, Fundamentals, etc.) • Total number of minutes spent in Tier 2 and 3 interventions by students at each grade level and by building Data collected will be used to inform decision making around student placement, programs, policies, and protocols that influence and/or directly impact the success of intervention systems. Building and teacher leaders, along with the Literacy Coaches, District Data Coordinator, and Teaching and Learning Director, will identify grade level benchmarks/targets for fall, winter, and spring on assessments included in the building assessment plan. Benchmarks will be selected in accordance with publisher intended guidelines and linking studies to state assessment proficiency benchmarks when available. Grade-level benchmarks will be clearly communicated to all instructional staff and parents through: Publications, phone calls, parent teacher conferences, and IRIPs. In addition, a system for identification of students needing Tier 2 and/or 3 support that includes clear criteria for Tier 2 and 3 service delivery will be defined and communicated to all instructional staff. Tier 2 services in ELA (especially reading) will be prioritized to students who show a clear pattern of below benchmark performance on two or more established						
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Public Schools of Petoskey

	performance on two or more established benchmark measures. For NWEA, this would include falling below the 40th percentile, scoring below college and career readiness standards on PSAT, and/or failing two or more core courses.) Teachers and paraprofessionals will engage in frequent intervention meetings (at least 3-times per year) to review the progress of each child receiving Tier 2 and/or 3 supports in making toward ELA (Reading & Writing) and Math grade level benchmarks. At minimum, meetings will include the general education teacher most closely associated with the child's area of need/support, the paraprofessional providing flexible group support, a Literacy and Data Coach, any additional support team interventionists (e.g., speech therapists, occupational therapists, school social worker, school psychologist, etc.), and the building administrator. Participants will bring relevant data (e.g., assessment scores, work samples, self-assessments, etc.) to the meeting as evidence of the progress made toward identified goals. As an outcome of data review, the team will make a decision to either continue current instructional supports as designed (student is making adequate progress), refine or change instructional time, frequency, or supports (student is not making adequate progress) or discontinue instructional supports (student is at benchmark). The team will construct an action plan for each child that clearly defines interventions to be provided moving forward. Building administrators will work collaboratively with teachers and the District Teaching and Learning Director to develop instructional schedules whereby students receiving Tier 2 and 3 supports remain in the general education setting during all core instruction blocks. All staff work in concert to protect general education (Tier I) educational opportunities for all students.								
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Activity #3: Conduct Data Reviews for Continuous Improvement	2. Data/school improvement team members will participate in a minimum of three data reviews (beginning of year, mid-year, and end-of-year) using the Wellman & Lipton data dialogue process and protocol. Teams will analyze perception data from successive administrations of the surveys selected in the getting ready to implement phase and data collected to monitor intervention effectiveness in addition to other demographic, academic, process, and perception data being collected. Data dialogues will result in written action plans that clearly define the continuous improvement steps to be taken, with specific attention to any adjustments necessary to support Collective Teacher Efficacy efforts and effective interventions for students.	Evaluation, Policy and Process	Tier 1	Monitor	08/28/2019	06/03/2022	\$10000	District & Building Improvement Teams and PLCs
Activity #3: Walk Throughs and Peer Teacher Observation Reflections	Building administrators will engage in walk throughs to observe, learn about, and support intervention implementation efforts and the enabling conditions for Collective Teacher Efficacy. Observation feedback will focus on coaching to the desired adult skills and behaviors and administrator-teacher dialogue will reflect understanding of the seven norms of collaboration.	Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$5000	Building Principals
Activity #3: Child Study/Intervention Meeting Action Plan Monitoring (CTMs)	Building administration will monitor the quality of action plans for the selection of high leverage, research-based intervention strategies, specificity of intervention instruction, frequency and duration of interventions being provided, and assessment data-strategy alignment.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Building Principals

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Activity #3: Annual Staff Perception Data	performance on two or more established benchmark measures. For NWEA, this would include falling below the 40th percentile, scoring below college and career readiness standards on PSAT, and/or failing two or more core courses.)									
	Teachers and paraprofessionals will engage in frequent intervention meetings (at least 3-times per year) to review the progress of each child receiving Tier 2 and/or 3 supports in making toward ELA (Reading & Writing) and Math grade level benchmarks. At minimum, meetings will include the general education teacher most closely associated with the child's area of need/support, the paraprofessional providing flexible group support, a Literacy and Data Coach, any additional support team interventionists (e.g., speech therapists, occupational therapists, school social worker, school psychologist, etc.), and the building administrator. Participants will bring relevant data (e.g., assessment scores, work samples, self-assessments, etc.) to the meeting as evidence of the progress made toward identified goals. As an outcome of data review, the team will make a decision to either continue current instructional supports as designed (student is making adequate progress), refine or change instructional time, frequency, or supports (student is not making adequate progress) or discontinue instructional supports (student is at benchmark). The team will construct an action plan for each child that clearly defines interventions to be provided moving forward.									
	Building administrators will work collaboratively with teachers and the District Teaching and Learning Director to develop instructional schedules whereby students receiving Tier 2 and 3 supports remain in the general education setting during all core instruction blocks. All staff work in concert to protect general education (Tier I) educational opportunities for all students.									
	Teachers will have an opportunity to anonymously give feedback on initiative implementation through an annual perception survey. At minimum, the survey will gather feedback on perceived readiness, related staff knowledge and skills, perceived student outcomes and building impact, as well as perceptions around the opportunities staff have had and need for implementation, collaboration and support.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0			Teachers and Building Administrators

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Activity #3: Program Evaluation Tool	Building and teacher leaders will complete the Program Evaluation Tool (PET) to monitor implementation progress and inform decisions. Formative assessment data, walk through data, and staff perception data will be considered to guide completion of the PET.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Building Principals & Teacher Leaders
Activity #3: Outcome Data Collection	Baseline state assessment data (M-STEP, MME, PSAT, SAT, NWEA, etc.) will be collected from spring 2019 tests and serve as a foundation for measuring impact in years two and three of strategy implementation.	Evaluation, Monitor	Tier 1	Monitor	08/28/2019	06/03/2022	\$0	Building/District Administrators, Teachers, Literacy Coaches, & District Data Coordinator