

Goal Area 1: Academics/Programs			
Kalkaska Schools will plan & Implement opportunities to meet the individual needs of all learners as they progress through our district.			
Second Year Accomplishments			
Objective 1	Identified Leader	1st Quarter (March-May)	May 2019 Update
Identify gaps in curriculum and develop/adjust interventions accordingly	Building Administrators		BS: Meetings are spent analyzing data and making adjustments to curriculum to ensure gaps are filled. We also ensure the student application of the content is rigorous enough to meet the standards.
			RC: Spring 2-hr PLC meeting spent looking at benchmark testing data. Discussed small group intervention plan for reading and math for next year.
			CSI: Benchmark testing data analysis. Begin organizing PD and lessons for the following year. Adjusting small group intervention.
			MS: Math and ELA curriculum was reviewed and discussions were held regarding needed interventions. PD for the 19/20 sy was organized around Engagement, Formative Assessment, Relationships and Student Centered Classrooms, and Critical Content (specifically related to curriculum).
			HS: Outlined and organized professional development for '19-'20 school year centered around data analysis deficits
		2nd Quarter (June-August)	September 2019 Update
			BS: June and August meetings are used to provide staff time with reviewing student data and preparing for their students. RC: June and August meetings are used to provide staff time with reviewing student data and preparing for their students. CSI: Current student data is reviewed. Staff begin preparing appropriate interventions for students based off of prior year's information. MS: Reviewed NWEA and Delta Math Data - determined one more year of data is needed to identify gaps in Math and ELA curriculum as last year was the 1st for both. Implemented school wide Second Step Curriculum for SEL standards. HS: Implemented school wide writing in the content areas based on deficiencies from SAT analysis.
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			BS: Meetings are spent analyzing data and making adjustments to curriculum to ensure gaps are filled. We also ensure the student application of the content is rigorous enough to meet the standards.

			<p>RC: Each grade level has participated in a work day with the Instructional Coach-looking at data, interventions and implementation of formative assessment techniques and collaborative learning strategies.</p> <p>CSI: Data from normed assessments has been analyzed. This has been used to refine groups and implemented interventions. Staff working closely with Title to ensure all gaps are being filled. Reworked how Paras are used to fill in gaps.</p> <p>MS: Scheduled bi-monthly intervention data review meetings to review intervention effectiveness and student progress</p> <p>HS: Held data review to identify students not proficient and followed with monthly departmental meetings to identify students with a deficiency in related standards, outlined monthly focus using RAISE training to address deficiencies in SAT areas.</p>
		4th Quarter(Dec. - Feb.)	March 2020 Update
			<p>BS: Winter benchmarking was completed. Data was shared with staff to reorganize instructional groups. Once the groups were created, Title teachers, General Education and Special Education staff prepared academically appropriate lessons to support students at an independent level.</p> <p>RC:Winter benchmarking data from normed assessments has been analyzed. This was used to refine groups and implement interventions. Students attend small group intervention at their instructional level. Classroom teacher, Title teacher and paraprofessionals each run groups to meet needs of every student.</p> <p>CSI: Analysis of winter benchmarking. Analysis used to re-organized intervention groups, adjusting to meet the needs of the identified students. Interventions ran via classroom teacher, Title teacher and paraprofessionals.</p> <p>MS: Determined that NWEA Map Skills was not effective during intervention classes, exploring IXL and continuing to use Khan Academy. Proceeding with AimsWeb Plus for Special Education and Intervention Benchmarking and Progress Monitoring.</p> <p>HS:Monitored student grades multiple times each quarter. Teachers implemented agenda driven classroom model to include small group instruction for reteaching opportunities.</p>
Objective 2	Identified Leader	1st Quarter (March-May)	May 2019 Update
Hone in the process of looking at and using student data	Building Administrators		<p>BS: Teachers review data frequently to adjust intervention groups and provide students instruction at their level. Data collected comes from both short and long cycle formative assessments.</p> <p>RC: Spring PLC meeting is used to reflect on data, intervention groups and growth made throughout the year.</p> <p>CSI: Spring PLC is a data reflection meeting. Reflections look at the year's growth and what needs to be improved.</p>

			<p>MS: Discussions about Spring NWEA and Delta Math Results led to Master Schedule Design for Fall regarding Interventions.</p> <p>HS: Identified and created new programs for at-risk students for hands on approach to learning</p>
		2nd Quarter (June-August)	September 2019 Update
			<p>BS: Teachers complete transition forms for each student in their classroom. Students are grouped into new classrooms by staff. In June and August teachers review those transition forms to get to know each student that will be joining their classroom in the fall.</p> <p>RC: Plan for all teaching staff to attend ISD all-day rigor PD and building learning walks.</p> <p>CSI: Transition forms are completed. These are used to create classes with a good cross section of students (based on student data). Transition meetings are had with BSE and MS to share behavioral and academic data on exiting and incoming groups</p> <p>MS: Summer School NWEA results confirmed students in intervention classes, or moved them out. AimsWeb Plus training took place for special education and intervention staff.</p> <p>HS: implemented agendas/classroom framework to digestible bites to include whole group, small group and independent work.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: Teachers review data frequently to adjust intervention groups and provide students instruction at their level. Data collected comes from both short and long cycle formative assessments.</p> <p>RC: PD focus is on short-cycle, formative assessment techniques and collaborative learning strategies. All classroom teachers participating in ISD-led learning walks.</p> <p>CSI: Staff begin focus on formative assessment techniques that offer frequent feedback. Data gathered is short and long-cycle.</p> <p>MS: Benchmarking for all students, interventions assigned accordingly, bi-weekly progress monitoring for all special education students AND students receiving interventions with AimsWeb plus.</p> <p>HS: Identified students with data analysis strategy to promote proficiency; designed interventions including Tier 1 level for all students : using intentional planning for chunking instruction followed by formative assessments in lessons; create guidelines for placement into advanced level courses based on test scores.</p>
		4th Quarter(Dec. - Feb.)	March 2020 Update
			<p>BS: Teachers review data frequently to adjust intervention groups. These adjustments happen often at staff meetings, PD meetings or informal grade level meetings facilitated by staff.</p>

			<p>CSI: Learning walks via ISD. Formative assessments continue to be refined. Teachers work on implementing more collaborative strategies.</p> <p>RC: Continued work on short-cycle, formative assessment techniques and collaborative learning strategies. All classroom teachers participating in ISD-led learning walks.</p> <p>MS: Using Winter NWEA, AimsWeb Plus, and Delta Math Data to determine placement of students in intervention classes for Semester II. Due to COVID-19, this same data will be used to determine placement for the start of the 2020-2021 School Year.</p> <p>HS: Collected and analyzed student performance data and determined students needed additional work time and teacher support resulting in the creation of a 25 minute per day, 4 times a week, period where students work on setting educational goals and getting their work done with assistance, if needed. This new period is called Academic Center. Teachers were given supports on how to help with the CPM math with students.</p>
Objective 3	Identified Leader	1st Quarter (March - May)	May 2019 Update
Find Ways to have time to study data and adjust instruction.	District School Improvement Committee and Building School Improvement Committees		<p>BS: Grade Level Meeting time was used to review data and adjust curriculum.</p> <p>RC: Grade Level Meeting time was used to review data and adjust curriculum.</p> <p>CSI: Grade level meeting time is used for data review. Staff meetings are re-organized to offer additional time for data review as well. Instruction is adjusted as needed.</p> <p>MS: Five teachers attended a two day PD session to train for the 1:1 technology at MS. They formulated a plan for data and instructional adjustments as well.</p> <p>HS: Created schedule of professional development that facilitated teacher peer coaching opportunities</p>
		2nd Quarter (June-August)	September 2019 Update
			<p>BS: Grade Level Meeting time was used to review data and adjust curriculum.</p> <p>RC: Grade Level Meeting time was used to review data and adjust curriculum.</p> <p>CSI: Grade level meeting time is used for data review. Staff meetings are re-organized to offer additional time for data review as well. Instruction is adjusted as needed.</p> <p>MS: 1:1 trained staff presented their Exploratory idea to all staff and created spreadsheets for sign up as well as lesson plans for Staff PD</p> <p>HS: We organized teacher peer observations at different school levels.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			BS: This year all staff meetings, PD meetings and teacher work days are used for data review and/or curriculum development. This allows teachers work time to complete the critical steps in ensuring

			<p>students are on the right track, and the curriculum is rigorous, as we need it to be to meet the standards.</p> <p>RC: Teaching staff participating in quarterly work days with Instructional Coach.</p> <p>CSI: PD Wednesdays and 1 hour staff meetings are utilized for data review. Use of RISE trainings to ensure rigor is present.</p> <p>MS: bi-monthly data review meetings, Exploratory Schedule for students = PD time for staff (data review and instructional adjustments, 1:1 technology training)</p> <p>HS: provided professional development to identify and correlate test data with specific instructional strategies using individual teacher, departmental and interdepartmental meetings, observations and feedback.</p>
		4th Quarter (Dec. - Feb.)	March Update
			<p>BS: Staff meetings, PD meetings and teacher work days continue to be used for data review and/or curriculum development.</p> <p>RC: Teaching staff participating in quarterly work days with Instructional Coach, using information from RISE trainings to ensure rigor is present.</p> <p>CSI: Use of ISD personnel to monitor and provide feedback on teacher instruction. Monthly meetings to analyze data and work collaboratively to adjust instruction. RISE trainings strategies are analyzed for effectiveness and to ensure rigor is present.</p> <p>MS: School Improvement Committee determined the effectiveness of Exploratory PD time, this will continue in 2020-2021. Intervention and Special Education teachers will continue with monthly data review meetings after school and use data to adjust instruction for individual students.</p> <p>HS: ELA and Math teachers meet with Instructional Coach every other month to review data and create plans to close achievement gaps. The 2020 and 2021 school year will continue with those meetings and add the other content areas and special education as well, to focus on data and improvement.</p>

Goal Area 2: Learning Environment / Culture			
Kalkaska Schools will implement more opportunities for an engaging, safe, individualized, and flexible learning environment before, during, and after school.			
Second Year Accomplishments			
Objective 1	Identified Leader	1st Quarter (March-May)	May 2019 Update
Continue with Rigor in our learning environments	Building Administrators		BS: Determined rigor focus for 2019/20 PD. The rigor leadership team attended the ISD rigor PD full-day training.

			<p>RC: Determined rigor focus for 2019/20 PD. 2 staff members attended ISD rigor PD full-day training.</p> <p>CSI: Determined rigor focus for 2019/20 PD. 2 staff members attended ISD rigor PD full-day training.</p> <p>MS: Determined through the School Improvement Committee that ALL staff would continue to write a daily learning target on the board, and include the critical content (CCSS in kid friendly terms) and success criteria for that class period, daily.</p> <p>HS: Surveyed staff for input on advisory groups and impact on student connection to school</p>
		2nd Quarter (June - August)	September 2019 Update
			<p>BS:The rigor leadership team attended the ISD rigor PD full-day training.</p> <p>RC: 2 staff members attended ISD rigor PD.</p> <p>CSI: 2 staff members attend ISD rigor PD.</p> <p>MS: Scheduled visits with Terry Morgan for 19/20 sy, identified specific engagement and formative assessment strategies that staff could use. Included them in August PD.</p> <p>HS: Implemented modified advisory that created Alliances amongst advisory groups and promoted after school participation. Created book club aligned to guest speakers.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: Staff are given time to plan and implement the rigor strategies learned over the past two years. Rigor walks are continuing in our building with ISD and Terry Morgan support.</p> <p>RC: Formative assessment techniques (learned at ISD rigor PD) shared at monthly Wed. PD meetings.</p> <p>CSI: Formative assessment techniques are shared at the PD Wednesday meeting. Staff given time to analyze techniques and work together to find ones to implement. Terry Morgan Visited once; will visit again on Wednesday.</p> <p>MS: Terry Morgan is visiting Wednesday. 90% of staff are involved in either participating in learning walks with Terry, or being observed by him and attending a debrief.</p> <p>HS: Ongoing development of Reading Apprenticeship training and application of RAISE training. Instructional coaching with departmental and interdepartmental integration of strategies; vertical teacher observations and inter building teacher observations with growth feedback.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: Staff are given time to plan and implement the rigor strategies learned over the past two years. Unfortunately, due to the COVID-19 school closure, our spring Terry Morgan rigor walk and PD was cancelled. I am hoping we can</p>

			<p>continue this work in the fall to make up for the time missed this spring.</p> <p>RC: Continue to share formative assessment techniques (learned at ISD rigor PD) at monthly Wed. PD meetings. Learning walks with Terry M. (RISE) in Dec. Leadership team PD with RISE in Jan.</p> <p>CSI: Monthly meetings (PD Wed.) used to share out strategies for ensuring Rigor is present. Peer observations used to foster discussions on rigorous instruction. Sharing of ideas is present.</p> <p>MS: KMS "Rigor" Team participated in learning walks in Elk Rapids. Terry Morgan(Rise International) was scheduled to visit KMS in April, and meet with all staff during after school PD in April. This was canceled due to COVID-19. We are currently exploring the possibility of a whole staff zoom session with him, and will continue PD with Terry Morgan (rigor walks, etc.) 2020-2021.</p> <p>HS: Continue to implement the RAISE training into all subject areas, teachers will use the agenda outlined for instruction and will be observed and given feedback, training and assistance from the Instructional Coach. Vertical and building level observations continue with an emphasis in rigor and daily agenda. Instructional Coach will continue to work with the ISD, Terry Morgan and Pam Alfieri for rigor supports.</p>
Objective 2	Identified Leader	1st Quarter (March-May)	May 2019 Update
Continue Exploration of More Career-based classes at KHS			BS: N/A
			RC: N/A
			CSI: N/A
			MS: N/A
		HS: Established program that provided STEM classes available to all students, community mentorship from pre-identified middle schoolers and facilitated 9th grade visitation opportunities to experience CTE center.	
		2nd Quarter (June - August)	September 2019 Update
			BS: N/A RC: N/A CSI: N/A MS: N/A HS: Implemented programming
		3rd Quarter (September - November)	December 2019 Update
			BS: N/A RC: N/A CSI: N/A MS: N/A HS: Finalized student placement and community mentorships with additional student performance data from first academic quarter.

		4th Quarter (December - February)	March 2020 Update
			<p>BS:N/A RC: Planning for a spring “Career Day” at RCE on hold. CSI: N/A MS:N/A HS:</p>
Objective 3	Identified Leader	1st Quarter (March-May)	May 2019 Update
Continue looking into balanced calendar in the district	Building administrators		<p>BS: RCE is looking into this RC: Balanced Calendar committee meeting on 3/07/19. Discussed need/benefits of BC. Discussed a 2 week “early start” to 2019/20 school year. Would need budget approval for extra costs. CSI: See RCE notes MS: Indicated support for extended and formalized Summer School Programming for MS. HS:Indicated support for an earlier start to the school year in August.</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: RCE is looking into this RC: Early start was not possible-would have made us ineligible for the Balanced Calendar Instructional Time grant. CSI:See RCE notes MS: Indicated support - NWEA data from Summer School students indicates reduced “summer slide” by students that attended Summer School. HS:Indicated support for an earlier start to the school year in August.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: RCE is looking into this RC: Balanced Calendar Instructional Time grant was cut from MDE budget this year. CSI:See RCE notes MS: Indicated continued support - district level decisions are required. HS: Indicated support for an earlier start to the school year in August.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: New MDE Summer School Grant was approved for K-3. Looking into KidsReadNow summer program. RC: New MDE Summer School Grant was approved for K-3. Looking into KidsReadNow summer program. CSI: Discussion on implementing/encouraging summer reading with students who will be at CSI next year. MS: Funding for 6 week Summer School Program were secured, staff was in place. Due to COVID-</p>

			<p>19 we are unsure if Direct Instruction Summer School will be possible this year.</p> <p>HS: Implementation of summer book study requiring all high school students to read 2 novels that are provided to them and chosen by their ELA teacher for the summer of 2020. There will be Google Classroom for students to pull activities which will help guide them in the reading and reflection of the books. Students will be assessed on these book at start of 2020-21 school year.</p>
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Goal Area 3: Communication / Community Engagement			
Kalkaska Schools will facilitate relationships & communication between the schools and (with the) community			
Second Year Accomplishments			
Objective 1	Identified Leader	1st Quarter (March-May)	May 2019 Update
Expand and improve upon marketing			<p>BS: Signs are posted outside of the school and throughout town advertising Kindergarten and Preschool round-up dates and times.</p> <p>RC: Students received "Rapid City Blazer" t-shirts to be worn on field trips and field day. Advertising for Kindergarten Round-Up and GSRP openings posted in community and on social media.</p> <p>CSI: Family night brings in close to 200 participants.</p> <p>MS: Identified a staff member that would serve as a positive press person and Community Service Projects coordinator for the MS in 19/20.</p> <p>HS: Weekly parent email by the principal, facebook updates, HS instagram and HS Athletics Instagram. Student Incentives to attend events. Continuation of Community Mentorship Program and School to Work.</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: Signs are posted outside of the school and throughout town advertising Kindergarten and Preschool round-up dates and times.</p> <p>RC: GSRP openings posted in community and on social media.</p> <p>CSI: Re-open school blog. Tie it to Facebook, so posts appear on Facebook and Twitter as well.</p> <p>MS: Accessing newspaper, social media, and television news regularly to publish something positive about KMS.</p> <p>HS: Identification of students for Community Mentorship Program. Student participation on Transportation Authority Board.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update

			<p>BS: Principal attended annual MEMSPA conference; sessions on “telling your story”. This will support advertisement of our building.</p> <p>RC: Principal attended annual MEMSPA conference; sessions on “telling your story”.</p> <p>CSI: Students receive Blazer Shirts. Share out on social media. Generated largest viewing ever of any FB post by CSI. (reaches 3,076 people; 1,464 clicked on the pictures)</p> <p>MS: Punkin Chuckin on local TV stations, Breakfast with Santa recently in the local paper.</p> <p>HS: Expanded community support for Career Exploration program to include Community Mentorship Program.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: A new commercial was created to advertise our Preschool, Transitional Kindergarten and Kindergarten programs.</p> <p>RC: Ms. Kate from Kalkaska County Library came out to meet with 3rd-5th graders. Set up process for reserving and delivering KCL books to Rapid City. Annual Winter Carnival (family community event) held in February.</p> <p>CSI: Continued use of social media to highlight student/community activities: Lap Blankets for Veterans (with the Hospital), Classrooms working with Community on Aging -- reading/sharing stories. Steps taken for TV (digital signage) in CSI lobby.</p> <p>MS: Continued coverage of Classroom Activities and Community Service Projects on local TV stations. Articles written weekly for local papers highlighting Essay Winners, Art Show Participants, and classroom activities.</p> <p>HS: Expanded coverage of school activities by Video Production class and centralized record of parent communications on district and high school webpage.</p>
Objective 2	Identified Leader	1st Quarter (March - May)	May 2019 Update
Thorough “exit” survey for seniors and follow up with graduates on employment			HS: All seniors given exit interview in small groups.
		2nd Quarter (June -Aug.)	September 2019 Update
			HS: Data to be given to district p.r. coordinator
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			HS: Data to be given to district p.r. coordinator
		4th Quarter (Dec. - Feb.)	March 2020 Update
			HS: Google form exit interview of Seniors
Objective 3	Identified Leader	1st Quarter (March - May)	May 2019 Update
Examine closely the lack of participation in high school and middle school	Building administrators		MS and HS: Late bus system through collaborative approach with school bus and KPTA continues.

programming and sports, consider a late bus system.			
		2nd Quarter (June - Aug.)	September 2019 Update
			MS and HS: Late bus system through collaborative approach with school bus and KPTA continues.
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			MS: CIS after school programming attendance is up by over 60% this year over last year. (Average 15 students per night to average 40 students per night at homework help and programs). HS: Late bus system through collaborative approach with school bus and KPTA continues.
		4th Quarter (Dec. - Feb.)	March 2020 Update
			MS: Late bus system through collaborative approach with school bus and KPTA continues. HS: Late bus system through collaborative approach with school bus and KPTA continues.

Goal Area 4: Personnel/Leadership			
Kalkaska Schools will provide continuous opportunities for PD & collaboration that improves learning.			
Second Year Accomplishments			
Objective 1	Identified Leader	1st Quarter (March-May)	May 2019 Update
Continued work toward being a trauma informed district with increased social work support.	Building Administrators		BS: Students social/emotional needs are tracked on the student placement cards that are shared with the following year's teacher. RC: Weekly small group meetings with counselor, determined by student needs; weekly Star Patrol leadership meetings with counselor. CSI: Weekly small group meetings with counselor, determined by student needs MS: Coordinated with Teen Health Corner to secure a grant and create a space for Teen Health to have counselors and social work services in our building 4-5 days per week. HS: CPR and First Aid Training: requested additional hours for gen.ed. social worker.
		2nd Quarter (June - Aug.)	September 2019 Update
			BS: Meeting with the ISD about a new Social-Emotional Learning (SEL) assessment that will provide us information about a students social/emotional abilities. We can then provide interventions based on those results. RC: Review building discipline procedure; share behavior dashboard data with staff.

			<p>CSI: Meet with ISD regarding SEL assessments and issuing these so they may help with implementing interventions. Child Study meetings set for the year (once a month)</p> <p>MS: PRIDE meetings (behavior dash data analysis), and BIP Review meetings (intensive behavior students) were scheduled for the year.</p> <p>HS: RAISE training; instructional coach curriculum and small teacher group meetings, teacher support feedback observations, SAT test prep weekly classroom instruction; weekly writing in content areas.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: RSDD provided staff additional PD in this area (if they chose to attend that session).</p> <p>RC: All students participated in SELweb survey to determine social emotional learning competencies. Team spent day at ISD analyzing data and planning to increase student SEL competencies.</p> <p>CSI: Staff attendance at RSDD -- heavy SEL component to the PD. Following PD Wednesday was used to reflect on the RSDD material and look to where we can implement at the building level. SELweb survey gathers data on student SEL competencies. Team spent day at the ISD to analyze the data and begin planning to increase student SEL competencies.</p> <p>MS: 95% of MS staff attended Jim Sporleder's session during RSDD. This was specifically to address trauma informed classrooms.</p> <p>HS: RAISE training; instructional coach curriculum and small teacher group meetings, teacher support feedback observations, SAT test prep weekly classroom instruction; weekly writing in content areas.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: Teachers and our Student Success Advisor are sending home Social Emotional Learning (SEL) lessons for students and families to take advantage of, if they choose. As a district, we are looking into programming and curriculum to support the SEL standards for next year. Admin have been looking at a Pk-12th grade curriculum suggested by the ISD.</p> <p>RC: Counselor delivers weekly SEL lessons to each classroom.</p> <p>CSI: PD Wednesday sharing of ACE's training and how it related to the SELweb platform.</p> <p>MS: January 2020 80% of KMS Staff attending "Safe Talk" training. The purpose was to prepare our staff to safely help people thinking of self harm or suicide. This also prepared us to help our students following the January 2020 Assembly about Suicide Awareness and Prevention. This assembly helped about 10 of our students reach out to a trusted adult</p>

			<p>regarding either sexual abuse or suicidal intentions.</p> <p>HS:Continue with Raise Training, Instructional Coach meet with departments to help identify factors preventing students from engaging in school. Implementation of the Academic Center, continued use of the social worker and counselors.</p>
Objective 2	Identified Leader	1st Quarter (March-May)	May 2019 Update
Overall District PD focus, supported at each level	Building Administrators	Develop PD plan for 2019/2020	<p>BS: PD plan revolves around teachers updating their student application components to ensure the academic rigor meets the standards. The plan also focuses on teachers getting time to create Task Cards, Success Criteria and Learning Goals and Scales. This is all based on the Rigor Strategies we have been focusing on the past two years.</p> <p>RC: PD plan for 2019/20 developed with input from staff surveys, academic and SEL student data. PD will focus on formative assessment techniques and collaborative learning strategies.</p> <p>CSI: PD plan developed in conjunction with staff input. Formative assessment techniques and collaborative learning strategies are a focus.</p> <p>MS: Developed PD plan for 19/20 to specifically include training on the 5 Marzano elements (shared by whole district) Critical Content, Formative Assessment, Engagement, Relationships and Student Centered Classrooms, and Organizing Students into Groups</p> <p>HS: Developed PD plan for 2019/2020</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: June and August - Teachers are given time to update their student application components: Task Cards, Success Criteria and Learning Goals and Scales.</p> <p>RC: Teachers who attended PD on formative assessment techniques shared information at staff meetings.</p> <p>CSI: Formative Assessment PD attended by lead teachers. Information shared with staff during staff meetings.</p> <p>MS: Specific PD on Critical Content and Formative Assessment during opening PD.</p> <p>HS: Monthly PLC to implement PD plan</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: Continued: Teachers are given time to update their student application components: Task Cards, Success Criteria and Learning Goals and Scales.</p> <p>RC: Teachers continue to plan, implement and reflect on the use of formative assessment techniques. 1 round of walkthroughs with ISD support occurred.</p> <p>CSI: Continued use/planning on use and implementation of formative assessment techniques (RISE). What is working; what is not.</p>

			<p>MS: PD has occurred that is specific to Critical Content, Formative Assessment, and Engagement. We are just finishing our 2nd round of informal observations and several walkthroughs have occurred (some with ISD staff).</p> <p>HS: Shared teacher observation opportunities across district to experience rigorous data informed instruction throughout grade levels.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: Spring Rigor Walks were cancelled due to COVID-19. CKLA Skills mapping continued with ISD ELA itinerants. CKLA Skills mapping began at the request of the teachers to gain clarification of the program's gaps in curriculum and lack of K-2nd grade continuum of skills.</p> <p>RC: Leadership Team training and Round 2 of Learning Walks complete. Teachers planning and implementing use of Success Criteria for Learning Goals.</p> <p>CSI: Learning walks scheduled. Snowday interfered. Rescheduled for March. Continued use of ISD Math and ELA itinerants.</p> <p>MS: Specific PD occurred that is specific to Organizing Students to Interact with Content. Formal Observations began with a focus on this element, and any other elements that staff had not reached Applying or Innovating for.</p> <p>HS: Continue with the PD Plan for the 2019-2020 school year. Instructional Coach worked with ELA and Math Department on Marzano element of Student Engagement strategies. Implementing timers in all classrooms to keep students engaged and working.</p>
Objective 3	Identified Leader	1st Quarter (March-May)	May 2019 Update
Insistent and explicit professional development for teachers on Marzano elements	Building Administrators and Department Chairs		<p>BS: The rigor strategies used meet the Marzano elements in which we are focusing on.</p> <p>RC: Final evaluation meetings were held, including reflection on Marzano elements.</p> <p>CSI: Final Eval meetings discuss the staff's advancement on their Marzano Goals.</p> <p>MS: 5 Elements were selected for 19/20 that would be our district wide focus.</p> <p>HS: Selected elements for future evaluation.</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: The rigor strategies used meet the Marzano elements in which we are focusing on.</p> <p>RC: 5 Marzano elements chosen for focus in 2019/20. Study of these elements; examples of teacher and student evidence of these elements discussed at staff and PLC meetings.</p> <p>CSI: Marzano elements (5) chosen. Each element is discussed and staff analyze documents indicating what is expected on these elements. These elements are the focus of each teacher's growth plan.</p> <p>MS: 5 Selected elements were shared with teachers, teacher evidence and student evidence</p>

			were explored and examples were given, growth plans were written for all staff. HS: 5 Selected Marzano elements shared with teachers exploring teacher and student evidence as displayed in instruction
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			BS: The rigor strategies used meet the Marzano elements in which we are focusing on. RC: All information around Marzano and other PD is kept in a shared google drive folder for all staff; referenced at all meetings. CSI: Continued discussion on advancement on growth goals. Tie-in to RISE strategies also studied. MS: Post observation debriefings (sometimes optional) include reviewing Marzano elements in specific detail and discussing instructional moves to go from “developing to applying” or “applying to innovating”. HS: Detailed ongoing examples connecting Marzano elements to evidence based classroom instruction focusing on student engagement.
		4th Quarter (Dec. - Feb.)	March 2020 Update
			BS: Marzano elements directly correlate to the RISE training we have been working on over the past two years. This work continues to be a focus of our instruction at BSE. The RISE training for the spring was cancelled due to COVID-19. We are hoping the ISD will provide summer sessions so staff can access this PD. RC: Wed. PD time spent looking at how RISE training has direct correlation with Marzano elements. CSI: RISE to Marzano connection continued to be examined. Relevance to SEL data also discussed. MS: Post observation debriefings (sometimes optional) include reviewing Marzano elements in specific detail and discussing instructional moves to go from “developing to applying” or “applying to innovating”. HS: Departments worked on Students Engagement in PLCs by using Kagan strategies, STTS from the CPM curriculum and RAISE training. Academic Center is used to help close the achievement gap and the weekly advisory time is used to establish and maintain effective relationships. More work on Formative Assessments has been done through the implementation of the school wide writing across the curriculum from SAT data, which is also used in addressing the achievement gap issue.
Objective 4	Identified Leader	1st Quarter (March-May)	May 2019 Update
PD “menu” of choices for staff, tailored to needs			BS: Staff survey to determine PD focus for 2019/20. This determined staff wanted time to continue focusing on Rigor and the strategies we have been using the past two years. RC: Staff survey to determine PD focus for 2019/20.

			<p>CSI: Staff survey to determine 2019/2020 PD needs.</p> <p>MS and HS: Surveyed staff on interests/needs for professional development considering more district wide collaboration/standardization</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: PD is being provided beginning in August</p> <p>RC:</p> <p>CSI: PD starts in August (based off of PD survey from the spring).</p> <p>MS: Staff expressed which “technology” tools they needed more PD on, 1:1 team developed a schedule for providing all staff with that PD throughout this year, using Exploratory.</p> <p>HS: Staff selected appropriate professional activities which coincided with annual growth plan.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: RSDD provided staff with PD options (at KPS). Several Birch Street staff members attended the Engagement Strategies session, which supports both Marzano Elements and our Rigor initiative.</p> <p>RC: Participated in ISD-facilitated RSDD. Staff shared information from sessions attended at subsequent PLC meetings.</p> <p>CSI: RSDD via ISD provided to staff. Staff had an option of different sessions to attend. Information from various sessions were shared at following PD Wednesday.</p> <p>MS: Staff had multiple sessions to choose from for RSDD, and continue to have several options to choose from for 1:1 PD training.</p> <p>HS: Staff select and conduct peer vertical observations within KPS schools.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: A staff survey is sent out in the spring as part of our Comprehensive Needs Assessment (CNA). This survey provides a list of PD options for staff to vote on, which helps the administration determine the PD needs of staff for the following school year. Staff can always access the ISD for additional PD not offered through the district.</p> <p>RC: Wednesday PD hours devoted to teacher-choice topics, led by department chairperson.</p> <p>CSI: PD Wednesdays used to tailor topics to teachers’ needs. Information from PD sessions were shared at this time. Grade level components used to further study/analysis of new content.</p> <p>MS: January 2020 PD - staff could choose from Department Specific Training (FOSS), Rigor Walks, or “Safe Talk” (Trauma). Weekly Exploratory Wednesday PD choices continued to offer a menu of 1:1 Technology Tools or Department Specific Training.</p> <p>HS: January 2020 PD - staff could choose from Department Specific Training (FOSS), Rigor Walks,</p>

			or "Safe Talk" (Trauma). Weekly Exploratory Wednesday PD choices continued to offer a menu of 1:1 Technology Tools or Department Specific
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Goal Area 5: Operations / Finance			
Kalkaska Schools will assess & prioritize our resources to ensure we are using them to their optimum value & efficiency.			
Second Year Accomplishments			
Objective 1	Identified Leader	1st Quarter (March-May)	May 2019 Update
Continued upgrading of curriculum and materials	DSIC, Building Administrators, Department Chairs		<p>BS: School Improvement Plans are created by the School Improvement Committees throughout the year, based on needs and assessment data.</p> <p>RC: Determined list of non-negotiables in reading and math instruction for 2019/20.</p> <p>CSI: Confirmed new Science curriculum. Reading and ELA reviewed to make improvements for upcoming 2019/20 school year</p> <p>MS: Confirmed our selection of new Science curriculum materials to be ordered for 19/20, used data to confirm that the CPM Math program was providing good results, agreed to purchase piloted materials.</p> <p>HS: Presented plan for professional development materials, computers, support curriculum materials for purchase</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: School Improvement Plan is finalized by the building administrator over the summer based on year end results and staff feedback/surveys.</p> <p>RC: K-3rd grade science materials ordered to implement <i>Mystery Science</i> online science lessons.</p> <p>CSI: School Improvement plan is finalized. Based on information from the previous year's information. Science, Math, ELA materials arrive and are arranged for staff pick up.</p> <p>MS: Arranged training for FOSS Science materials, arranged for continued CPM training for Math teachers, arranged for continued MyPerspectives Coaching from ISD for ELA teachers.</p> <p>HS: Curriculum materials arrive and are employed, exchanged and used as needed.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: School Improvement team and Grade Level Chairs meet to address building-wide issues/needs.</p> <p>RC: 4th/5th grade teacher attending PD on new science curriculum; additional Chromebook cart delivered to RCE</p>

			<p>CSI: Staff attend FOSS (science) training. PD Wednesday time allotted for information to be passed to the rest of the building. Additional Chromebook cart has been delivered; allowing for staff to implement more digital components from the curricula</p> <p>MS: MS and HS piloting Social Studies materials to consider for purchase for the 2020/2021 SY.</p> <p>HS: Room construction/renovation to support STEM classroom and Art Room needs.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: Work started with K-3rd grade staff to help create a continuum of skills for our CKLA program. This work began in January as a result of testing data and teacher request.</p> <p>RC:</p> <p>CSI: Time allocated to staff to dive into the FOSS materials. Use upcoming lessons as guides to help with organization of materials.</p> <p>MS: MS/HS Selected a Social Studies Curriculum and Materials (presented to and approved by DSIC) to purchase for the 2020/2021 School Year.</p> <p>HS: MS/HS Selected a Social Studies Curriculum and Materials (presented to and approved by DSIC) to purchase for the 2020/2021 School Year.</p>
Objective 2	Identified Leader	1st Quarter (March-May)	May 2019 Update
Creative scheduling to support the needs of ALL students	Building Administrators		<p>BS: Teachers determined that they would like to team teach (1st-3rd) again next year, based on the end of the year survey.</p> <p>RC: Developed common reading and math instruction time in all grade levels for 2019/20 school year.</p> <p>CSI: Common reading/math instruction time set up for both grades. Daily schedule adjusted for 2019-20 school year to ensure equal instruction time for 4th grade ELA.</p> <p>MS: Many discussions regarding Algebra 1 at MS. Ultimately, the decision was made to have a HS teacher come to the MS and offer the class. Master Schedule designed with Algebra 1, HS Spanish 1, Intervention classes, and special education support in mind.</p> <p>HS: Many discussions regarding Algebra 1 at MS. Ultimately, the decision was made to have a HS teacher come to the MS and offer the class. Master Schedule designed with Algebra 1, HS Spanish 1, Intervention classes, and special education support in mind.</p>
		2nd Quarter (June - Aug.)	September 2019 Update
			<p>BS: Staff are given time to meet with their Grade Level team teacher.</p> <p>RC:</p> <p>CSI: Staff are given time to meet with their Grade Level team teacher.</p>

			<p>MS: Many discussions regarding Algebra 1 at MS. Ultimately, the decision was made to have a HS teacher come to the MS and offer the class. Master Schedule designed with Algebra 1, HS Spanish 1, Intervention classes, and special education support in mind. Advisory at both beginning and end of the day to support behavior and SEL.</p> <p>HS: Many discussions regarding Algebra 1 at MS. Ultimately, the decision was made to have a HS teacher come to the MS and offer the class. Master Schedule designed with Algebra 1, HS Spanish 1, Intervention classes, and special education support in mind. Advisory class once per work to support behavior and SEL.</p>
		3rd Quarter (Sept. - Nov.)	December 2019 Update
			<p>BS: Staff meet frequently to adjust intervention groups to ensure adequate programming for each student.</p> <p>RC: Common reading and math instruction time allows students to attend Tier 1 and Tier 2 instruction at their level, determined by benchmark testing data.</p> <p>CSI: Staff adjust instructional time within the assigned math and ELA blocks to meet the intervention needs of our students. As larger needs are found Title works with GenEd teachers to make further adjustments. Staff adjusted testing dates of NWEA to when we return from break; ensures students are not overtested prior to break.</p> <p>MS: Data review tonight AND NWEA and Delta Math testing January 7-17th is scheduled to determine Semester II intervention needs.</p> <p>HS:</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
			<p>BS: Students groups continue to be adjusted based on academic performance and student needs. The building schedule for the following year begins to be discussed through our Grade Level Chair and School Improvement Meetings.</p> <p>RC:</p> <p>CSI: Data from NWEA and Delta math used to form intervention groups. Continued adjustment of intervention time and strategies to meet the needs of the students.</p> <p>MS: Students will continue to be scheduled into intervention classes as needed. An advanced Math path has been developed beginning in 7th grade. An advanced Spanish path has been developed beginning in 6th grade. Additionally, a classroom was created and staffed to support our students with the most intensive social/emotional needs AND cognitive needs.</p> <p>HS</p>

Objective 3	Identified Leader	1st Quarter (March-May)	May 2019 Update
<p>Develop a list of key areas of maintenance, provide more proactive maintenance</p>	<p>Head of Maintenance, Administration</p>	<p>All schools.</p> <ul style="list-style-type: none"> ● Classroom Filters ● Drain Maintenance ● Any maintenance needed from work orders or repairs noted by maintenance. 	<p>BS: Use of “MySchoolBuilding” system to communicate maintenance requests RC: Use of “MySchoolBuilding” system to communicate maintenance requests CSI: Use of “MySchoolBuilding” system to communicate maintenance requests MS: Annual walkthrough and inspection of every space in the building to communicate “Summer” maintenance, painting, and custodial needs. HS: Ongoing communication with maintenance to provide timely information on maintenance needed</p>
		<p>2nd Quarter (June - Aug.)</p>	<p>September 2019 Update</p>
		<p>All schools.</p> <ul style="list-style-type: none"> ● All filters and check belts. Grease or Oil motors as needed. ● Drain maintenance as well septic systems and wells. ● Summer work orders as well as any repairs maintenance noted. ● Roof maintenance. Clearing all drains for proper use. 	<p>BS: Use of “MySchoolBuilding” system to communicate maintenance requests RC: Use of “MySchoolBuilding” system to communicate maintenance requests CSI: Use of “MySchoolBuilding” system to communicate maintenance requests MS: Use of “MySchoolBuilding” system to communicate maintenance requests HS: Ongoing communication with maintenance to provide timely information on maintenance needed</p>
		<p>3rd Quarter (Sept. - Nov.)</p>	<p>December 2019 Update</p>
		<p>All Schools.</p> <ul style="list-style-type: none"> ● Boiler checks and inspections. ● Monitor heating system for any heating issues to take care of quickly to not cause disruption of 	<p>BS: Use of “MySchoolBuilding” system to communicate maintenance requests; facilities planning objectives identified for future bond project. RC: Use of “MySchoolBuilding” system to communicate maintenance requests; facilities planning objectives identified for future bond project. CSI: Use of “MySchoolBuilding” system to communicate maintenance requests; facilities planning objectives identified for future bond project.</p>

		<p>classes.</p> <ul style="list-style-type: none"> ● Repairing any issues when noticed. 	<p>MS: Use of “MySchoolBuilding” system to communicate maintenance requests HS: Ongoing communication with maintenance to provide timely information on maintenance needed; facilities planning objectives identified for future bond project.</p>
		4th Quarter (Dec. - Feb.)	March 2020 Update
		<p>All Schools.</p> <ul style="list-style-type: none"> ● Check and replace filters in classrooms. ● Drain maintenance. ● Monitor heating system. ● Repair any issues from work orders or noticed by maintenance. 	<p>BS: Use of “MySchoolBuilding” system to communicate maintenance requests. Facilities planning related to future bond project. RC: CSI: Use of “MySchoolBuilding” system to communicate maintenance requests. Facilities planning related to future bond project. MS: Ongoing communication with maintenance to provide timely information on maintenance needed; facilities planning objectives identified for future bond project. HS: Ongoing communication with maintenance to provide timely information on maintenance needed; facilities planning objectives identified for future bond project.</p>