



School Improvement Plan

Pontiac High School

Pontiac City School District

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2018-2019 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Updated Goals and Plans based on analysis of data and Program Evaluation Tool and the Partnership Agreement with Michigan Department of Education.	

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Comprehensive Needs Assessment process -- Engaging in a Comprehensive Needs Assessment process remains critical for the 2017-2018 school year (as reflected in the School Improvement Plan). As part of the Consent Agreement with Michigan Department of Education (MDE), the Pontiac School District, as well as Pontiac High School, was originally required to rewrite their School Improvement Plans by February of 2014; the SIP became a working document, which continues to be updated yearly and which remains an essential working document for the school. The Comprehensive Needs Assessment process consists of a systematic review of all four measures of data: Student Achievement, Perceptions (including parent, teacher, and student), School Programs/Process, and Demographics. Data collected and reviewed by PHS includes the following: a). student achievement data: NWEA; PSAT; SAT; ACT WordKeys; M-Step; MI-ACCESS; b). perception data: parents, instructional staff, administration, and students; c). Process data: staff, student, and parent surveys; climate and culture surveys; PLC data; SST data; d). demographics: staff, students, parents, and the community.

Student Achievement Data collection process -- a collaborative process was used to collect data on student achievement. The two overarching bodies responsible for collecting, reviewing, and analyzing student achievement, demographic, process and perception data are the Instructional Leadership Team (ILT) and BTN (Building Turnaround Network). The ILT team meets bi-weekly and is comprised of representatives of various school departments as well as counselors and administrators. The purpose of this team is to make informed decisions based on data received from Instructional Learning Cycles (ILC) and Professional Learning Communities (PLC). The BTN team also meets twice a month and reviews the data from the DTN (District Turnaround Team). A variety of meeting formats were used to collect and analyze student data: small work groups, individual analysis, information gathering using "gallery walks," walkthroughs, review of student work samples, and formal observations. Data was reviewed at monthly staff meetings. In addition, all the BTN members participate in monthly DTN meetings. The DTN meetings are also attended by the representatives of the district administration.

The Comprehensive Needs Analysis data was compiled by the entire staff during their departmental data team meetings. This data was then analyzed by both the ILT and BTN. Also, the ILT members met with their respective departments to gather additional information, review responses, edit drafts, and provide feedback prior to completion.

SAT, PSAT, ACT WorkKeys, M-Step, MI-Access; NWEA Assessments:

The fall NWEA assessment provided us with baseline data regarding student achievement in English (Reading) and Mathematics. The data was reviewed in monthly department/content area PLCs to inform continuous content and instructional decisions. In response to student achievement data, teachers were able to individualize instruction in order to demonstrate significant growth on the winter and spring NWEA assessments.

SAT/PSAT preparation began early in the fall for the spring testing. In order to help our students better prepare for the SAT/PSAT, the Instructional Leadership Team (ILT), the Building Turnaround Team (BTN), the Student Engagement Team (SAT), along with Oakland Schools (OS) and Institute for Research and Reform in Education (IRRE) coaches, utilized the updated action plan that included data discussions, daily "SAT Question of the Day" and incorporation of SAT prep into lesson plans, and intensive during-the-day and Saturday tutoring in test-taking strategies.

Conclusion --the data reviewed by the ILT and the BTN revealed that PHS students continue to have a need for an intensive test-prep that includes practicing test-taking behaviors in a formal testing setting. This year the data again revealed that although a significant number of PHS students performed below proficiency on state assessments, the results of the district assessments (NWEA) are much better and show gains in both math and ELA fall to winter. Individual departments then used the collected data (NWEA fall and winter scores) to supplement instruction based on learning targets/critical learning skills not yet mastered, which were then aligned with the course curriculum (Atlas

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Rubicon/MAISA Units). The entire staff also again this year had an in-service that addressed student goal setting. This was done to assist students with identifying their current performance levels and identify targets to reach on the winter and spring NWEA tests, as well as setting their SAT performance goals. Teachers then used the goal-setting process to guide the discussions during Advisory/Phoenix Rise time. Student progress toward goals was reviewed after the winter NWEA administration. New this year -- the Advisory/Phoenix Rise time was also used this year for an intensive daily NWEA Map Skills practice (based on learning targets/critical learning skills identified through NWEA MAP Skills mastery tests).

Students took the SAT, ACT WorkKeys, M-Step (grade 11) and PSAT (grades 9 and 10), and MI-Access (grade 11 SE students on the certificate of completion track) during the spring semester. Data returned to the building will be reviewed and analyzed, by subject area departments, to inform the Title I Diagnostic tool, to further align curriculum and instruction, and to plan for the fall course offerings.

Feeder School Data collection process -- feeder school data is collected on all incoming PHS students, including subgroups. At the end of each school year, administrators and counselors from Pontiac High School contact the Pontiac Middle School principal and counselor to request NWEA, M-Step, PSAT-8, and MI-Access data on incoming students. Additionally, the Special Education Department is contacted regarding the incoming students that receive special services as well as students with 504 plans. Moreover, the building secretaries communicate and exchange the incoming students CA 39 files that contain demographic and academic records. The Special Education Department uses the feeder school data to review incoming Individualized Education Plans (IEPs) and to add students to special education teachers' caseloads. In addition, incoming ELL/bilingual students are identified and the data is used by the PHS bilingual/ELL department to prepare these students for WIDA testing.

District Instructional Learning Cycles (ILC) Data Collection Process -- all building staff participates in the Instructional Learning Cycle (ILC) based on learning targets as identified by the District (aligned with NWEA learning skills, MAISA Units, and Atlas Rubicon). The ILC is an assessment-instruction-assessment process that provides teachers with hard data on student skill acquisition as well as content mastery. The teachers use this data to develop differentiated instruction and targeted assessment. Pre-test data is reviewed and targeted lessons are prepared based on the pre-test data. Post-test data is reviewed to determine next steps and identify students in need of additional teaching or support. These students receive small-group, objective-based re-teaching with the assistance of a content-area interventionist (math), SE co-teachers, and an instructional coach (all core areas). Students receive interventions during Advisory/Phoenix Rise and also during class time pull-outs. A summative evaluation (post-test) is given to determine content/skill mastery. The next level of support and instructional focus is later determined to guide the next ILC.

Professional Learning Communities (PLC) process -- at PHS, all teachers are assigned to PLC teams that are organized by content area. These learning communities collaborate to use data to identify learning targets and students' needs, plan and differentiate instruction, monitor students' learning, and provide interventions. The PLC teams report on student progress and the implementation of instructional strategies as part of the district's monitoring of the School and the District Improvement Plans. The District has been working with external providers over the past 4-5 years to provide professional development and coaching services to support teachers in understanding the PLC processes and to support their implementation with fidelity. Staff uses student achievement (formative and summative assessment) data as a vehicle to promote data-driven conversations, drive instructional decisions, structure planning, and facilitate collaboration. The PLC structure of collaborative team meetings also provides opportunities for teachers to participate in job-embedded professional learning activities. District and school leaders and instructional and IRRE coaches are able to work with teachers during their PLC meeting times to deepen understanding of content/Common Core standards, NWEA Map Skills and learning targets, and instructional and assessment strategies; facilitate the development of common assessments and the use of protocols for data analysis and professional dialogue; provide professional resources; and address other areas of needs related to implementation of the Instructional Learning Cycles (ILCS). Common assessments are administered. Teachers use the data to plan instruction. A system for aggregating the data across-the-school and over-time continues to be developed, fully supported by the results of the SST (School Support Team) and data team meetings.

School Support Team Meetings -- student achievement and attendance data is also reviewed as part of the School Support Team meetings (SST). Pontiac High School conducted SST meetings over the past six years. The meetings originated as a component of the State System of Support. Our first steps included identifying the objectives and responsibilities of reporting school data. After identifying the objectives and roles, the meetings were organized to conduct reporting sessions (to report the building data). SST meetings are used to collect and report

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classroom data on instructional practices and strategies that are part of the School Improvement Plan. During the SST meetings, the Instructional Leadership Team and the Building Turnaround Team review the school-wide Instructional Learning Cycle data to evaluate lesson planning, targeted instruction, assessment, and SIP goals. In addition, the ILT and the BTN teams use the SST process to identify additional professional development needs. This school year the SST process has continued to evaluate several Instructional Learning Cycles (all core departments but with a continued focus on math and ELA). As a result of quarterly SST meetings, the ILT and the BTN have collected the data identifying teaching targets, assessment results, and instructional practices in all content areas where ILC's are conducted. Each SST meeting culminates the work done each quarter. Its findings are then reported to the district officials. The SST meetings are usually held in a "fishbowl" format. All ILT and BTN members, school administrators, and sometimes, district administrators attend these meetings. Three School Support Team (SST) meetings have been held so far this year at PHS (math, social studies, and science, with the fourth meeting, ELA, scheduled for May 16).

Perception Data collection process -- Pontiac High School's Instructional Leadership Team, Building Turnaround Team, the Student Engagement Team, the Culture and Climate committee, and the Parent University continue to collaborate to regularly collect and study perception data from staff, parents, students, and other community stakeholders. The collection and analysis of perception data is an ongoing process.

Parent Perception Data -- parent perception data is collected quarterly and includes demographic information, home to school relations, communication survey, curriculum expectations, student achievement, use of technology, and Title I programming. Parent surveys include questions about the school's core instructional program, as well as the supplemental instructional services provided to students who are struggling to meet grade level standards. Surveys also assess the quality of parents' workshops and the overall school climate. Parent perception data is collected from parents during Title I program events such as Curriculum Night/Open House, Parent Teacher Conferences, and Title I parent workshops and trainings (Parent University meetings). Additionally, PHS collects perception data from community members. Surveys gather information regarding the school's core instructional program and various associated activities and their effectiveness. Surveys also gauge community members' interest in forming and continuing partnerships to provide programming for parents and students. The school uses a variety of methods to collect perception data and uses every opportunity to gather parent perceptions. For example, PHS uses online and paper surveys, robocall system, emails, and focus groups to gather this information. Additional surveys are conducted online, using ChromeBooks, at Parent Teacher conferences to aide in collecting and analyzing data. The Instructional Leadership Team and the Parent Liaison committee collaborate with internal and external stakeholders to amend Title I program policies and activities for the remainder of the year: August -October (1st Quarter): Registration & Parent Orientation, Fall Curriculum Night for parents; Title I Programming Workshop/Parent University meeting for parents; November - January (2nd Quarter): Parent Teacher Conferences; Title I Programming Workshop/Parent University meeting for parents; February -April (3rd Quarter): Parent Teacher Conferences, Title I Programming Workshop/Parent University meeting for parents; May - June (4th Quarter): Title I Programming Workshop for parents/Parent University meeting, and College and Career Workshops for parents. In addition, FAFSA workshops for parents are held throughout the year. Instructional Staff Perception Data -- instructional staff perception data is collected regularly and includes such topics as home-to-school relations, school policies, SIP initiatives (Climate/Culture, etc.), and student attendance and achievement. PHS also collects instructional staff perception data related to building level instructional and behavioral policies, individual classroom practices, and student and staff relationship-building).

Student Perception Data -- student perception data is also collected regularly and includes various topics: academic and behavior policies, extra-curricular activities, student and staff relationship-building, home-to-school relations, curriculum, school culture, academic rigor and relevance, and SIP initiatives (e.g. Climate/Culture). Student feedback is also collected (on the progress they feel they are making toward academic goals and on the instructional practices that students think to be most helpful in their learning). The LAC-O survey measuring student perceptions has been given again this year.

School Programs/Data Collection Process -- school programs/process data are collected and reviewed using the Core Department Initiatives. Each core department rates the implementation of the department initiatives on a monthly basis to identify systems and practices staff believe are fully implemented and areas where improvements are needed in order to increase student achievement. These data are used to predict trends, to plan interventions based upon identified needs, and to improve systems and processes in the building. All core departments

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collect these process data. The rated Core Department Initiatives for School Improvement include SIOP, test prep., PLC work, the use of curriculum, etc. The rating scale is as follows: 0 -- no one in the department is implementing an initiative; 1 -- 33% (or less) of the department is implementing it; 2 -- 66% (or less) of the department is implementing it; 3 -- 100% of the department is implementing it, but only some are doing it well; 4 -- 100% of the department is implementing it, and everyone is doing it well. In addition, the school ILT uses the Program Evaluation Tool to assess the implementation of the school improvement plan. The Program Evaluation Tool will be completed before June and will focus on the ELA department this school year (last year it focused on the math department).

Process data results are shared in various forms. The results are shared at staff and department meetings where staff reaches a consensus on suggested implementation changes. The final report is made available to staff and parents for final review and feedback before submission to the district. Parent University meetings that are held several times throughout a year also address the process data results. The principal presents this information to the community through local churches and at various community events. In addition, process data are presented at the Free Application for Federal Student Aid (FAFSA) workshops for parents, the school curriculum night, and parent-teacher conferences. To address the needs of the English Language Learners, interpreters are provided along with sending home correspondence in various languages. The school marquee, the District's website, robocalls, and TV media are also used to communicate information and inform stakeholders. This provides many opportunities for parents and the community to participate and to be included in the School Improvement Process at Pontiac High School.

Demographic Data Collection and Analysis -- demographic data is collected throughout the year via perception surveys that gather information about staff, students, parents, and the community. Demographic data is studied annually by three administrators (Principal, two Assistant Principals), one Alternative Program Coordinator, the school leadership team, the building turnaround team (see below), four Guidance Counselors, two College and Career Readiness Specialists (and two College and Career Readiness tutors), one College Advisor, one Behavior Interventionist, two social workers (one Special Education, one At-Risk), 49 teachers, one Instructional Coach, one Math Interventionist, seven ELL tutors, seven teacher assistants and paraprofessionals, three Job Placement specialists, and three secretaries to predict trends and plan intervention. Representatives from the building administration, counseling department, teachers, a behavior interventionist, and an instructional coach comprise the instructional leadership and the building turnaround teams. Demographic data is collected by all departments (that includes teachers, special services, college advisors, counselors, coaches, and administrators). Data is collected during monthly staff meetings, bi-monthly departmental meetings, weekly data team meetings, bi-weekly BTN and ILT meetings. Student representatives on the Student Council and National Honor Society also collect data, assist in data analysis, and provide feedback to the student body along with gathering concerns and addressing them with the administration.

Gender data is collected at the beginning of the year by counselors who examine enrollment information to identify students for memberships in clubs (for example, The Gentlemen's Club, Young Women with Purpose Club); direct students to potential scholarships and resources; assist and coordinate support for the homeless students, foster care group homes, emancipated minors, pregnant teens and teen parents; and identify the need for sign language and ELL interpreters. Special Needs data is collected at the beginning of the school year by administrators, counselors, secretaries, and the Special Education department, to prepare student course schedules; plan and update the IEPs, Medicaid billings, and 504s. Ethnicity data is collected at the beginning of the year by counselors, secretaries, and teachers (using enrollment data) to determine scholarship opportunities and student participation in AVID college preparation; identify students needing supplemental services and resources; and plan for professional development opportunities targeting the needs of staff and parents (and aimed at supporting students). Socioeconomic data is collected at the beginning of the year by the district Title I Coordinator using Free and Reduced lunch count information and Homeless Data through the district homeless coordinator, to assist in the Title I budgeting process; to identify students in need of services through the Teen Health Center (volunteer dental services, holiday baskets, food supplementation); and to identify ways to support the homeless students (clothing, school supplies, social services). Home Language data is collected during student enrollment process by counselors, secretaries, and English Language Learner (ELL) Program coordinators to identify the languages for home-school communication, student participation in Title III ELL programs and interventions; provide information to ELL parents regarding adult education opportunities; and select, hire, and train the bilingual staff. Student data collected and entered in MI Star by the counselors, teachers, and administrators includes attendance, behavior, and achievement reports. Updates happen at six-week marking period intervals and throughout the semester. Community demographic data is collected and reviewed from general Census data.

Information and reports used to fill out school forms also inform the school about population of the building and students. Parent information is collected through the use of school forms at the beginning of the school year and during parent-teacher conferences. Parent surveys available during the school registration and at the parent-teacher conferences also have questions to inform the school about the parent population. Teacher demographic data is collected through the Teacher Qualification Documentation form and the district Highly Qualified Form. It is filled out at the beginning of the school year. Teachers also participate in graphing information on charts at staff meetings and fill out survey forms as needed. These data include years of teaching experience, certification, type of degrees, and professional development training. Data collected at staff meetings helps to complete the Title I Diagnostic, as well as help the staff learn each other's areas of expertise. Master Schedule data is based on projected enrollment and the information about students academic needs that administrators, counselors, and department heads collect prior to the beginning of each semester. Data is used to schedule students for "double dip" supplemental academic classes, participation in Early College/Dual Enrollment program, International Academy, Honor Level and Advanced Placement Courses, Advisory/Phoenix Rise classes, and staffing. Data for club participation is collected by teachers, counselors, social workers, and administrators via student surveys to determine club interest and prioritize funding for the upcoming school year. Data is used to determine memberships and support for Student Council and National Honor Society. There are some trends that have been evident in the collected data in the last few years: increase in the Hispanic, male, and students with disabilities populations and a slight increase in the graduation rate. Socio-economic status, mobility, and attendance rate have been consistent in the last few years as well. Recently, there has been a marked decrease in the number of behavior referrals due to the use of Phoenix Intervention Center (in-house behavior interventionist) and the use of Restorative practices . Project-Based Learning and Blended Learning Classroom Model -- since 2014-2015, Pontiac High School has been implementing the Blending Learning and the Project-Based Learning Classroom models in all core areas. At present, both programs have been fully implemented, however, there have been some difficulties due to a large number of substitute teachers.

2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

Results of the Comprehensive Needs Assessment -- engaging in a Comprehensive Needs Assessment process has been critical since the 2013-14 school year. This process has been continued in the 2017-2018 school year through the ILC process and the review of NWEA and PSAT/SAT scores. The process consists of a systematic review of all four measures of data: Student Achievement, Perceptions (including parent, teacher, and student), School Programs /Process, and Demographic. The results of this data analysis are detailed in the following paragraphs.

HISTORICAL DATA: In 2011-2012, Pontiac High School did not make AYP and only met 13/20 participation and proficiency targets. PHS received a "D" for their Education YES! grade. In 2012-2013, Pontiac High School received a Top to Bottom ranking of 0 and met 42/80 status points, receiving an Overall Red rating, thus identifying Pontiac High School as a Priority School for the 2013-2014 school year. According to the 2012-13 Accountability Scorecard, Pontiac High School showed that mathematics met all targets in all areas (All students and Bottom 30%) and all subgroups (African American, Hispanic of Any Race, Economically Disadvantaged, and Students with Disabilities). Reading, Social Studies, Writing met all targets, but did not meet the target for the Bottom 30% and Students with Disabilities. Science did not meet any target areas. PHS did not meet Completion or Attendance Rate targets. According to the 2013-2014 Accountability Scorecard, PHS met 57/110 (51.8%) targets. According to the 2013-14 Accountability Scorecard, Pontiac High School showed that mathematics met targets for the following subgroups: All Students, Asian, Hispanic of Any Race, White, Economically Disadvantaged, and English Language Learners. Reading met targets for the following subgroups: All Students, African American, Asian, Hispanic, White, Economically Disadvantaged, and English Language Learners. Social Studies met targets for the following subgroups: Asian, Hispanic of any Race, and White. Writing met targets for the following subgroups: All Students, African American, Hispanic of any Race, White, Economically Disadvantaged, and English Language Learners. Science met targets for the following subgroups: Asian and White. PHS did not meet

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Completion or Attendance Rate targets. Based on the data from 2014-15 and 2015-16, Michigan Public School Accountability Scorecard for PHS is red (that includes test scores as well as a decrease in the graduation rate from 71.69% (2014-15) to 66.42% (2015-16) and an increase in the dropout rate from 11.08% (2014-15) to 14.96% (2015-16). For 2016-17 school year, the aggregated data is as follows: percent of students proficient in all subjects on state tests is still below the state average but the number has not gone down compared to 2015-16 school year; graduation rate is below the state average but it has stayed the same compared to 2015-16 school year; percent of students who enrolled in college after high school is below the state average but is slightly higher compared to 2015-16 school year; percent of students who have on-track attendance is below state average but it has increased compared to 2015-16 school year; and the assessment participation (in the state tests) has not only increased compared to 2015-16 school year, but at more than 95%, it is only slightly lower than the state's 97% rate. For 2017-18, the aggregated data is not yet available.

ANNUAL MEASURABLE TARGETS HISTORICAL DATA:

2012-2013: Pontiac High School exceeded the Proficiency targets set by the state. Reading target was 23%, achieved proficiency at 39%. Writing target was 22%, achieved proficiency at 25%. Social Studies target was 14%, achieved proficiency at 22%. Mathematics target was 12%, achieved proficiency at 13%. Science did not meet their proficiency target. Science target was 11%, achieved proficiency was 6%.

2013-2014: Reading proficiency increased by 6%. Writing proficiency increased by 3%. Social Studies proficiency increased by 4%. Mathematics proficiency increased by 1%. Science proficiency increased by 3%.

2014-2015: The average ACT score was 14.3. Also, 0.4% of students were proficient on the M-Step.

2015-2016: Due to the change in state assessments, the ACT score was no longer available. The average SAT score was 817.0. Also, 3.9% of students were proficient on the M-Step, which is a marked increase compared to 2014-15 school year. M-Step data is as follows: 1.7% to 6.8% - science; 8.0% to 11.0% - social studies.

ANNUAL MEASURABLE TARGETS 2016-17: For 2016-17 school year, the average SAT score was 818.4 (below state average but slightly higher than in 2015-16 school year). Also, 6.9% of students were proficient on the M-Step Science and 11.6% were proficient on the M-Step Social Studies, which is again a slight increase compared to 2015-16 school year. For 2017-18, the aggregated data is not yet available. PHS must meet the AMO target of 85% proficiency by 2024.

NWEA -- PSD has also set a goal of 50% proficiency in each NWEA area by 2016-2017. That goal was not reached, however, looking at the fall to winter of 2016-17 trend data, PHS showed marked improvement in NWEA/Mean RIT scores across all grades: grade 10, math -- 214.4 to 216.1; grade 11, math -- 217.0 to 219.5; grade 10, reading -- 205.7 to 210.4; grade 11, reading -- 210.2 to 212.0; grade 10, language -- 204.8 to 211.8; grade 11, language -- 209.0 to 211.0). Grade 9 -- n/a; grade 12 -- did not test. Looking at the fall to winter of 2017-178 trend data, PHS has shown a slight decrease in NWEA/Mean RIT scores in grade 10, math -- 214.5 to 210.5 and in grade 9, reading -- 207.7 to 205.3. PHS has shown a slight increase in scores for grade 10, reading -- 210.2 to 210.6 and grade 9, math -- 213.2 to 213.4. Grade 12 was not tested, and grade 11 was only tested in the fall of 2017-18 and will be tested again in the spring of 2017-18 (at the end of May when the comparison will be made).

STUDENT ACHIEVEMENT DATA: Student Achievement data is collected from several sources throughout the year. Pontiac High School used state assessments (M-Step) as well as nationally normed (SAT/PSAT), criterion normed (NWEA), and local-level benchmark assessments (building ILCs) in compiling their data. The Elementary and Secondary Education Act (ESEA) waiver approved for the state of Michigan stipulates that the 85% of our students should score at, or above proficiency by 2024. When proficiency rates are above 85%, the Elementary and Secondary Act (ESEA) Waiver approved for the state of Michigan further stipulates that 100% of our students should score at, or above proficiency by 2024. Below is a review of the achievement data.

HISTORICAL DATA 2014-2015: the average ACT score was 14.3; M-Step -- in each area (ELA, math, science, social studies), students

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scored below the state proficiency level.

2015-16: the average SAT score was 817.0 (the change in the assessment) M-Step -- 1.7% to 6.8% of students scored proficient in science; 8.0% to 11.0% of students scored proficient in social studies

2016-17: the average SAT score was 818.4 (a slight increase compared to 2015-16 school year); M-Step -- 6.9% of students were proficient in science and 11.6% were proficient in social studies (which is again a slight increase compared to 2015-16 school year).

GAP STATEMENTS BY SUBGROUP:

M-Step -- the only subgroup that scored higher than the state average on M-Step social studies assessment was Asian Americans who were 46.7% proficient versus the state's 46.0%. No sub group was at or higher the state's proficiency level in science. In general, all sub groups are scoring far below the target set by the state in both science and social studies.

M-STEP FEEDER SCHOOL DATA: Grade 8 -- all sub groups were far below the state proficiency level in ELA, math, and social studies.

NWEA READING/LANGUAGE GAP STATEMENTS BY SUBGROUP No sub group stood out as furthest from proficiency on the NWEA assessment in 2017-18 school year. READING/LANGUAGE FEEDER SCHOOL DATA The results of the NWEA assessments administered to the 8th-graders (our feeder school's students) in reading will be reported by the ITA and PMS. In August, the feeder school data is shared with high school counselors and used for course placement.

MATH GAP STATEMENTS BY SUBGROUP No sub group stood out as furthest from proficiency on the NWEA assessment in 2017-18 school year.

MATH FEEDER SCHOOL DATA District-required NWEA assessments administered to the 8th-graders (our feeder school's students) in math will be reported by the ITA and PMS. In August, the feeder school data is shared with high school counselors and used for course placement.

ILCs -- each ILC this school year in each core area has had a different focus. Analysis of the data from the core departments showed the following trends:

ELA -- for 2017-2018 school year, the data collected during all three ILCs to-date, indicated an increase in scores at both close to and proficiency level between pre-and-post-test: ILC # 1, September-October, 104 students tested close to and 27 students tested at proficiency level on the pre-test, and 160 students tested close to and 175 students tested at proficiency level on the post-test, after the unit was taught. ILC # 2, November-January, 25 students tested close to and 0 students tested at proficiency level on the pre-test, and 182 students tested close to and 112 students tested at proficiency level on the post-test, after the unit was taught. ILC # 3, February-April, 45 students tested close to and 9 students tested at proficiency level on the pre-test, and 73 students tested close to and 36 students tested at proficiency level on the posttest, after the unit was taught.

MATH -- for 2017-2018 school year, in math, the data collected during all three ILCs to-date, indicated a significant increase in scores at both close to and proficiency level between pre-and-post-test: ILC # 1, September-October: 67 students tested close to and 21 students tested at proficiency level on the pre-test, and 207 students tested close to and 167 students tested at proficiency level on the post-test, after the unit was taught. ILC # 2, November-January, 0 students tested close to and 1 student tested at proficiency level on the pre-test, and 212 students tested close to and 112 students tested at proficiency level on the post-test, after the unit was taught. ILC # 3, February-April, 11 students tested close to and 0 students tested at proficiency level on the pre-test, and 251 students tested close to and 137 students tested at proficiency level on the post-test, after the unit was taught.

SCIENCE -- for 2017-2018 school year, in science, the data collected during all three ILCs to-date, indicated a significant increase in scores at both close to and proficiency level between pre-and-post-test: ILC # 1, September-October: 65 students tested close to and 51 students tested at proficiency level on the pre-test, and 101 students tested close to and 148 students tested at proficiency level on the post-test, after the unit was taught. ILC # 2, November-January, 47 students tested close to and 32 student tested at proficiency level on the pre-test, and 88 students tested close to and 77 students tested at proficiency level on the post-test, after the unit was taught. ILC # 3, February-April, 66

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students tested close to and 20 students tested at proficiency level on the pre-test, and 172 students tested close to and 109 students tested at proficiency level on the post-test, after the unit was taught.

SOCIAL STUDIES -- for 2017-2018 school year, in social studies, the data collected during all three ILCs to-date, indicated a significant increase in scores at both close to and proficiency level between pre-and-post-test: ILC # 1, September-October: 84 students tested close to and 14 students tested at proficiency level on the pre-test, and 120 students tested close to and 17 students tested at proficiency level on the post-test, after the unit was taught. ILC # 2, November-January, 93 students tested close to and 39 student tested at proficiency level on the pre-test, and 155 students tested close to and 91 students tested at proficiency level on the post-test, after the unit was taught. ILC # 3, February-April, 58 students tested close to and 4 students tested at proficiency level on the pre-test, and 99 students tested close to and 12 students tested at proficiency level on the post-test, after the unit was taught.

CONCLUSIONS: As the NWEA, M-STEP, and ILC test results show, there have been various degrees of improvement in scores across the grades, from significant on ILCs to moderate on M-STEP and NWEA. Several new programs and strategies continue to be implemented this year to address the low achievement scores (for example, the SET (Student Engagement Team). Also new this year: Daily NWEA Map Skills practice during Advisory/Phoenix Rise time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test). The results of this last intervention will not be evident until the spring of 2017-18 testing cycle is completed.

SCHOOL PROGRAM/PROCESS DATA REVIEW and CONCLUSIONS: Between 2014-15 and 2016-17 school years, School Programs/Process data were collected and reviewed through the NCA Interim Self-Assessment tool and School System Review Tool. In 2016-17, the following conclusions were reached: The school continued being actively engaged in searching for ways to determine verifiable improvement in student learning, including readiness for and success at the next level. The scores also indicated that there were challenges that impacted student achievement. The lowest scores were reported on Teaching and Assessing for Learning; Resources and Support Systems; and Using Results for Continuous Improvement. In 2017-18 school year, the NCA Interim Self-Assessment tool and School System Review Tool were not administered. The only rating scale used this school year is the Core Departments Initiatives rating scale which all core departments use on a monthly basis to rate the implementation of their department initiatives. The school personnel uses these ratings to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. Although school leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement, the school still has limited resources to provide the services that support its purpose and direction to ensure success for all students. In addition, budget constraints, changes mandated by the district turnaround plan, and staff attrition/difficulty filling vacancies were common themes on the list of the challenges faced by Pontiac High School again this school year. PLC and data team conversations have again this year illuminated a need for curriculum alignment within and between grade levels (horizontal and vertical alignment) as well as a continuing need for common formative and summative assessments. Data team conversations have improved, thanks in large part to the ongoing coaching by the Institute for Research and Reform in Education (IRRE), however, continued work in this area is still needed to lead to deeper and more sustained improvements.

PERCEPTION DATA CONCLUSIONS Overview Pontiac High School's Instructional Leadership team, Building Turnaround Team, Student Engagement Team, Culture and Climate committee, Phoenix Behavior Intervention Center in collaboration with Parent University continue to regularly collect and study perception data from staff, parents, students, and other community stakeholders. The collection and analysis of perception data is an ongoing process.

Students' Perceptions Results and Conclusions: LAC-O Student Engagement Survey measures student perceptions of teacher practice, classroom and school culture. LAC-O survey was administered in the Fall 2013, Fall 2014, Fall 2015, Fall 2016, and Fall 2017 data. In the past, 85% of students chose the score of "neutral" as a response to most questions on the survey, however, as the years go by and the

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survey items are improved, students have started to choose more and more categorical responses. This school year the results of the survey have shown that although PHS has again made significant gains in satisfaction compared to previous years, there is still room for improvement in the following areas: teachers providing clear expectations for classroom assignments and classroom atmosphere. In conclusion, PHS must continue working on establishing a better system for setting classroom expectations and developing a successful classroom atmosphere/culture (which includes assignment completion, grading, homework, class participation, attendance, and discipline).

Parents' Perception Data Results and Conclusions: 2017-18 According to the parent survey (given to parents during parent-teacher conferences), parents continue to be largely satisfied with the school's efforts to provide engaging and relevant instruction; most of them agree that their children see a relationship between what they are studying and application in their everyday lives. Most of the parents also agree that teachers set high expectations and challenge their children to do their best work and view their children as distinct individuals and meet their instructional needs through a variety of learning activities and approaches. In addition, most parents continue to agree that Pontiac High School recognizes students' achievements and accomplishments. Most of the parents also continue to feel that Pontiac High School uses a variety of means to communicate with them; that they play a key part in the school's decision-making process; that they are involved in the implementation of the school improvement plan; and that they play a key role in supporting the school's climate and culture. Last but not least, almost all parents continue to say that they feel welcome and appreciated when they come to the school building. In conclusion, PHS must continue to maintain a systematic framework for parent engagement as well as strive to increase parent involvement in their children's school life.

Instructional Staff's Perception Results and Conclusions: 2017-18 According to the results of several departmental staff surveys, instructional staff continues to approve most of the building-wide instructional practices. Staff continues to indicate that further streamlining of policies and practices regarding the building-wide assessment schedule, assessment data review, and instructional planning will be beneficial to teacher collaboration. Staff members also continue to feel that they have input in decision-making process that impacts school life. In conclusion, the PHS administration must continue to seek out ways to increase staff engagement, at the same time streamlining the policies that promote the meaningful conversation and collaboration centered around student achievement data, professional learning, and instructional practices.

Community Members' Perception Results and Conclusions: 2017-18 -- community members were mostly satisfied with the number of opportunities available to them for participation in PHS activities (e.g., the annual Mock Job Interview process). Community members continue to express their interest in collaborating with the school's administration to support programming for parents and students and emphasize that they will assist the school in searching for ways to increase student and parent engagement. In conclusion, PHS will continue providing community members with updated information through periodic church and community meetings/gatherings and will continue to aggressively seek out ways to increase community involvement in designing and facilitating programming for parents and students.

Demographic Data Review and Conclusions: After reviewing the data, the following conclusions were reached: In 2016-17, the total student population was about 1,131 students. In 2017-18, the total student population was about 1,041 students, which is a decrease of 90 students. 148 students were receiving special education services. 233 students were receiving ELL/bilingual services. 900 students were eligible for a free or reduced lunch. The school's ethnic composition remained largely the same, with 539 African American students; 371 Hispanic students; 64 Caucasian students; 53 Asian students; 3 American Indian or Alaska Native students; and 11 students who belong to two or more races. Graduation rate is below the state average, but it has stayed the same compared to 2015-16 school year: 72.9% (183 grads out of 251 students) in 2016-17 school year compared to 73.1% (191 grads out of 261 students) in 2015-16 school year. In 2017-18 school year, PHS employed three administrators (Principal, two Assistant Principals), one Alternative Program Coordinator, four Guidance Counselors, two College and Career Readiness Specialists (and two College and Career Readiness tutors), one College Advisor, one Behavior Interventionist, two social workers (one Special Education, one At-Risk), 49 teachers, one Instructional Coach, one Math Interventionist, seven ELL tutors, seven teacher assistants and paraprofessionals, three Job Placement specialists, and three secretaries. In 2017-18 school year, PHS employed 47 classroom teachers. 18 teachers have Bachelor's degrees, 26 teachers have Master's degrees, 1 teacher has PhDs, and 2 teachers have an Education Specialist degree.

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Attendance Data: 2017-18 The Instructional Leadership Team, the Building Turnaround Team, and the administration again reviewed the attendance data from MISTAR student information system. Total number of students and number of days absent were calculated. Ranges examining total number of days absent and percent of absences by grade level were analyzed. Data revealed that the absence rate is still high in all grades, however, there's been a small increase in attendance compared to 2015-16 school year: 91.4% in 2016-17 compared to 89.81% in 2015-16 school year. With regards to by-hour attendance, the lowest attendance is still being recorded during the sixth, first, fifth, and advisory hours. With regard to tardiness, by hour, the highest tardiness is still being reported during the first hour as well as during the hour when the school has lunch periods (the fifth hour). Attendance Conclusions: After reviewing the attendance data, the following conclusions were reached: Students are not arriving/are tardy during first hour, no matter what time of day school starts. Attendance rates are very low in the morning (1st hour) and in the afternoon (6th hour), with 6th hour being the class period with the lowest attendance. In terms of tardiness, the first hour is most severely afflicted, with the lunch hour (an extended class period when all three lunches are taking place) being a close second. Overall, the 2017-18 attendance data is comparable to the attendance data from the past two school years. After reviewing the attendance data, possible causes of gaps in student attendance are: 1. Parents who work night shift are returning home from work at the same time as high school students leave for school. 2. High school students need to remain at home until parents return from night shift to babysit and get their younger siblings prepared for school, which has a later start time, in some cases. 3. Some students attend more than one lunch period. 4. Students are leaving school for work, sibling care, etc. 5. There is no enforced district-wide attendance policy. 6. Students don't come to school on half-days because school ends early (at 11:30). 7. Students are arriving late due to working late the night before and sleeping in. 9. Students are checking into sixth hour and then checking out to go to work.

Grades/Academic Achievement Data: Grades/Academic Achievement Conclusions: in 2017-18 school year, PHS has shown a slight decrease in NWEA/Mean RIT scores in grade 10, math -- 214.5 to 210.5 and in grade 9, reading -- 207.7 to 205.3. PHS has shown a slight increase in scores for grade 10, reading -- 210.2 to 210.6 and grade 9, math -- 213.2 to 213.4. Grade 12 was not tested, and grade 11 was only tested in the fall of 2017-18 and will be tested again in the spring of 2017-18 (at the end of May when the comparison will be made). As evident from these scores, PHS has not yet met a goal of 50% proficiency in each area and there are still gaps between PHS NWEA test scores and district spring targets. To bridge those gaps, students are provided with more opportunities for Daily NWEA Map Skills practice during Advisory/Phoenix Rise time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test). In addition, the SET (Student Engagement Team) works with teachers to provide them with strategies to increase student motivation and improve lesson design.

Discipline Data: In 2017-18 school year, just like in 2016-2017 school year, the data shows that the highest number of incidents occurred during the lunch hour (an extended class period that includes all three lunches).

Suspension Data: The Instructional Leadership Team and the The Instructional Leadership Team and the Building Turnaround Team reviewed suspension data. Suspension data reports were retrieved from MI-STAR. Data comparisons were made between 2016-2017 and 2017-18 school years. The results of the suspension review showed a lower number of suspensions in 2017-18 school year compared to 2016-17 school year. This decrease is due to the work of the behavior interventionist (Phoenix Intervention Center) and at-risk social worker as well as the use of Restorative practices.

Discipline and Suspension Data Conclusions: 1. The creation of the Phoenix Intervention Center in 2015-16 school year; the work of the at-risk social worker ; and the use of restorative practices have led to the reduction in the number of out-of-school suspensions. 2. The school's focus is on establishing a student-centered climate with purposeful academic achievement geared towards improved student behavior. 3. A student may be involved in more than one incident/infraction. Therefore, a small number of students may account for a large number of behavior incidents. 4. Data entered in MI-STAR is dependent on the individuals entering the data and how data is coded upon entry.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

A detailed analysis of multiple types of data was conducted to select the school goals. The SIP goals are: Literacy -- all students at PHS will be proficient in writing skills. Literacy -- all students at PHS will be proficient in reading skills. Science -- all students at PHS will be proficient in science. Social Studies -- all students at PHS will be proficient in social studies. Math -- all students at PHS will be proficient in mathematics. Climate and Culture -- PHS will have a learning environment that supports all students academically, socially, and emotionally, and PHS will transform the system of teaching and learning to ensure that all students will benefit from high quality instruction. A detailed review and analysis of the student achievement, demographic, school program and process data, and perception data illuminate various causes for the gaps in student achievement in all grades and sub groups. The school goals are connected to the priority needs found in the comprehensive needs assessment. Multiple types of data (student achievement, perception, demographic, school process/program) were used to define the goals.

Priority Needs -- there are three clear priority needs related to implemented program changes, ongoing professional development, and increased collaboration. Administration must address the need for logistical program changes. It is essential to continue the common staff planning periods and to ensure that the work routines associated with professional learning are monitored. Common planning times for core content area teachers promote the implementation of relevant and rigorous instruction and instructional interventions. Staff needs ongoing professional development on how to establish open lines of communication with parents and sustain collaboration with parents regarding student learning. Staff also need to continue with professional development on cultural competency as stated in the Culture and Climate goals of the SIP. Students need ongoing support in understanding their role in achieving school-wide culture and climate goals. PHS must continue to develop and support Climate and Culture goals. Parent and student perception data surrounding the Culture and Climate goals require continuous collection and review. Finally, the school must continue to develop, implement, and monitor its partnerships with Pontiac community members. The school must work efficiently with the district's central office to invite community members (e.g. businesses, other educational organizations, public agencies and nonprofits) to collaborate around the school's core instructional plan.

Academic Achievement Conclusions: As the NWEA, M-STEP, and ILC test results show, there have been various degrees of improvement in scores across the grades, from significant on ILCs to moderate on M-STEP and NWEA. Several new programs and strategies continue to be implemented this year to address the low achievement scores (for example, the SET (Student Engagement Team). Also new this year: Daily NWEA Map Skills practice during Advisory/Phoenix Rise time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test). The results of this last intervention will not be evident until the spring of 2017-18 testing cycle is completed.

Attendance Conclusions: After reviewing the attendance data, the following conclusions were reached: Students are not arriving/are tardy during first hour, no matter what time of day school starts. Attendance rates are very low in the morning (1st hour) and in the afternoon (6th hour). Overall, the 2017-18 attendance data is comparable to the attendance data from the past two school years.

Discipline and Suspension Data Conclusions: 1.The creation of the Phoenix Intervention Center in 2015-16 school year; the work of the at-risk social worker ; and the use of restorative practices have led to the reduction in the number of out-of-school suspensions.

Additionally, the SIP goals support the overarching work of the building. More specifically, the staff will use data-driven decision making to align curriculum, create CCSS aligned lesson plans, common formative and summative assessments, and to meet instructional needs of all students; the Instructional Learning Cycles as well as the NWEA assessment will be the source of ongoing data for data team conversations and the basis for instructional decisions; the staff will use Professional Learning Communities, as well as the IRRE (Institute for Research and Reform in Education) as vehicles to promote data conversations, drive decisions, structure common planning, and facilitate monitoring implementation of instructional effectiveness; Project-Based Learning and Blended Learning models will continue to be the platform to provide a transformational, educational shift in instruction. PHS will transform the system of teaching and learning to ensure that all students benefit from high quality instruction and will have a learning environment that supports all students academically and socially and is based on

culturally responsive teaching and student engagement.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

School-wide strategies presented in the school improvement plan to improve learning needs of the whole school population are: 1. Project Based Learning/Blended Learning (ELA, math, science, social studies, foreign languages) 2. PLC/ILC Data Team processes (all areas) 3. Cross-Curriculum Literacy Strategies (ELA and math) 4. Cross-Curriculum Vocabulary Development (ELA and math) 5. Data Driven curriculum, curriculum alignment, and development of inquiry-based curriculum (science, social studies) 6. Writing Informational Text (ELA and social studies) 7. SAT Prep (ELA and math) 8. New in 2016-17 school year and continuing in 2017-18 school year: SET (Student Engagement Team) and IRRE (Institute For Research and Reform in Education), both for all areas. The Lowest Performing Subgroups (including At-Risk Students): Special Intervention Strategies: extended assessment time; use of audio/text-to-speech test option; frequent supervised breaks. Specific Initiatives for special populations (to meet the needs of children who are disadvantaged) are: 1. Co-teaching/Inclusion 2. Bilingual instruction (inclusion, pullout). 3. MTSS (multi-tier student support) model in which students are placed in various tiers for math (for academic intervention) based on their NWEA scores. The grouping is fluid, and students move in and out of their tiers based on their progress). 4. Engage in PD centered around increasing student engagement. 5. Culturally responsive classrooms are necessary to help PHS students establish an interest and stay engaged in the learning process. The text students engage with in the classroom, as well as their classroom assignments must address, in some way, some of the psychological and emotional experiences that results from the day-to-day lives of being Black or Brown and poor in America (Tatum, 2005). According to Ladson-Billings (1995), teachers must create conditions for effective learning by recognizing the importance of culture and making use of students' culture in specific activities. It is clear from the available research that using an instructional approach disconnected from students' culture creates student resistance (Tatum, p. 74) 6. PHS teachers must provide frequent, meaningful classroom opportunities for students to interact with and support one another in the learning process. This is particularly noteworthy as research suggests that peer support can promote academic achievement through increased motivation, more participation in academically related activities, and the general elevation of school as a priority in the student's life (Shin, Daly, and Vera, 2007, p. 380). In addition, mechanisms to support students, both in and out of the classroom, for the successful completion of essential learning activities and homework must be readily available. The identified goals will address the needs of the whole school population and, as necessary, address the needs of specialized groups. The administration, Instructional Leadership Team, and Building Turnaround Team will monitor the implementation of the goals throughout the quarterly monitoring process (SST meetings).

Component 2: Schoolwide Reform Strategies

1. Describe the strategies in the schoolwide plan which focus on helping ALL students reach the State's standards.

The specific strategies identified in the District Turnaround Plan that are intended to change teaching and learning in all of the core content areas, in ways that promote student growth at Pontiac High School are: 1. The staff will use data-driven decision making process to align curriculum, create Common Core State Standards (CCSS) aligned lesson plans, create common formative and summative assessments, and to meet individual instructional needs of all students. 2. Instructional Learning Cycles as well as the NWEA assessment will be the source of ongoing data for data team conversations and the basis for instructional decisions. 3. The staff will use Professional Learning Communities as well as the IRRE (Institute for Research and Reform in Education) as vehicles to promote data conversations, drive instructional decisions, structure common planning, and facilitate monitoring implementation and instructional effectiveness. 4. Project Based Learning and Blended Learning will continue to be the platform to provide a transformational, educational shift in instruction. English Language Arts -Writing school-wide strategies: All teachers will: 1. Provide explicit instruction on summarization to help student organize their thinking and subsequent writing to demonstrate learning 2. Provide explicit, direct instruction on the steps of the writing process and 3. Provide ongoing opportunities for students to engage in the process of creating finished writing products focusing on the modes of informational writing (explanatory, argumentative, and constructed response) through a viable curriculum. 4. Utilize the IRRE 12 EAR (Engagement Alignment Rigor) strategies in lesson planning. English Language Arts-Literacy school-wide strategies: All staff will use the SIOP strategies to help bilingual/ELL students master curriculum benchmarks. The special education population and other at-risk learners will receive additional support in Language Intervention class and reading and writing skills building classes such as Reading Strategies. The ELL students will receive their reading and writing instruction in the bilingual/ELL classes. All teachers will: 1. Implement the IRRE 12 EAR strategies in lesson planning, with emphasis on close and critical Reading strategies, text annotation, and text structure analysis. 2. Provide explicit instruction and repeated exposure to new words vocabulary acquisition in multiple contexts and allow sufficient opportunities to use new vocabulary in a variety of context through activities such as discussion, writing, extended reading and project development. Vocabulary development is critical to enhancing reading comprehension.

Mathematics school-wide strategies: All instructional staff will: 1. Implement the use of multiple representations (i.e. charts, graphs, equations, tables, verbal descriptions, drawings, manipulative, content vocabulary, etc.) to help students understand and make connections between different mathematical concepts. 2. Incorporate differentiated instruction techniques, including flexible grouping, interventions and extensions, that are designed and/or selected based on formative/summative assessment results to meet the needs of all students. 3. Implement standards-based curriculum, set by the district, in their lesson plans to improve and deepen student understanding of mathematical concepts. 4. Implement the IRRE 12 EAR strategies in lesson planning. Science teachers will implement: 1. A viable inquiry-based curriculum aligned to the State and National Science Standards 2. Research-based instructional strategies to increase students' content literacy and 3. Research-based instructional strategies to increase numeracy for application in science (formulas, data, use of charts and graphs). 4. Implement the IRRE 12 EAR strategies in lesson planning. Social Studies school-wide strategies: Social Studies teachers will: 1. Implement a guaranteed and viable, standards-based, inquiry-driven social studies curriculum 2. Incorporate research-based instructional strategies for teaching evidence-based thinking and writing 3. Use best practice instructional strategies to increase student achievement and engagement while maintaining high expectations for learning in Social Studies. 4. Incorporate research-based instructional strategies to increase content area literacy in students. 5. Implement the IRRE 12 EAR strategies in lesson planning. Additional school-wide strategies: All teachers will participate in job-embedded professional development to collaborate with each other, external supports (coaches, interventionists), building and district leadership to engage in ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. School and District leaders will implement strategies designed to recruit and retain staff with skills necessary to meet the needs of students in a turnaround school. Climate and culture school-wide strategies: Pontiac High School

programs of the school.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

By focusing on following research/evidence-based strategies in the work of the Instructional Leadership Team, Building Turnaround Team, and all instructional staff throughout the building, we increased the quality of instruction and enriched the curriculum. The research-based methods and strategies in the schoolwide plan that was focused on improving instruction included: Instructional Learning Cycles (ILC) and Professional Learning Communities (PLC). Research supports that job-embedded professional development grounds the work of successful schools. Richard DuFour: What it takes: How a Professional Learning Community Responds When Kids Don't Learn. Project-Based Learning and Blended Learning models in conjunction with the IRRE strategies (12 EAR; I-Can statements) are used as the core instructional method to improve academic progress while increasing student engagement around the curriculum and aligned with Common Core standards. Students complete most of their work utilizing such online resources as Moodle and Google Classroom (among others) under the guidance and instruction of the teacher, and use the I-Can statements to demonstrate the mastery of learning targets. Culture and Climate -- In 2015-16 school year, all staff at PHS participated in PDs on Culturally Responsive Teaching to increase student engagement. In 2016-17 school year, all staff has utilized the services of the SET (Student Engagement Team) to increase student engagement. In 2017-18 school year, all staff at PHS has participated in PDs on the Institute for Research and Reform in Education (IRRE 12 Engagement Alignment Rigor (EAR) and I-Can) strategies.

Research in Support of the Schoolwide Reform Strategies:

Thomas, J. (2000) A review of research on project based learning. San Rafael: The Autodesk Foundation. Summary of Thomas' research on Project-based Learning (PBL) reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills.

Schwalm, J., & Smuck Tylek, K. (2009). System wide implementation of project based learning. As teachers and educators, we must continue to use best practices to deliver high quality lessons to a multitude of diverse learners. Project-Based Learning seems to be an effective tool to accomplish this task. It allows teachers to create a student-centered learning experience bridging multiple subject areas with meaningful results.

Serim, F. (2012) (Digital Learning: strengthen and assisting 21st century skills. San Francisco: Josey-Bass A review of the literature on 21st Century Skills suggests that education must be upgraded for learners to thrive in the new global economy. Success in today's world requires the ability to access, synthesize, and communicate information; to work collaboratively across differences to solve complex problems; and to create new knowledge through the innovative use of multiple technologies. Project-based Blended Learning strengthens the implementation of 21st Century Skills in the classroom. Content Area Literacy Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. In the Carnegie Study, Writing Next outlines eleven elements of effective adolescent writing instruction that stress extended writing opportunities, writing for authentic audience, personalized instruction, and cycles of writing across all content areas. Writing Next Graham, S., and Hebert, M.A. (2010). Close and Critical Reading strategies encompasses fifty research/evidence based instructional routines that can be used across all content areas which include active reading, text coding, annotating text, and essential questions of reading. Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992 "Developing Expertise in Reading Comprehension." Vocabulary Development as taken from Marzano research on background knowledge and vocabulary provides practical ways to assist students to master essential academic vocabulary and concepts of a given subject area to enhance student comprehension and achievement. Marzano, Robert J (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: ASCD. By focusing on the following research/evidence based strategies in the work of the Instructional Leadership Team and all instructional staff throughout the building, we will improve the quantity of instruction and enrich the curriculum. The research-based methods and strategies in the school-wide plan that was focused on increasing instruction

include: Data teams/PLC groups by content area, using I-Can statements to demonstrate the mastery of learning targets, using the IRRE EAR strategies, using ILC and NWEA data to identify key concepts/skills students will focus on to improve proficiency.

3. Describe how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

The following specific issues are closely related to the gaps in student achievement: poor attendance; lack of student engagement; uneven quality of instruction (a high rate of staff turnover; a high number of substitute teachers in the building); insufficient alignment of curriculum to the Common Core standards; problem student behavior. Below is the detailed analysis of the causes for those gaps in achievement. The analysis also includes the alignment to educational goals as well as research-based reform strategies, a statement of academic objectives, and a list of strategic interventions.

CAUSES FOR THE GAPS

1. Achievement Gaps: Even though the reading and math scores have increased (based on the fall to winter NWEA results for 2016-17 and 2017-18 school years), they are still significantly low and impact student achievement in other areas (such as social studies and science). Poor decoding and reading comprehension skills, lack of vocabulary development, and poor inferencing skills make it difficult for students to comprehend content area concepts and literary text at grade level.
2. There are a higher percentage of long-term substitute teachers throughout the building, and they are new to our curriculum in core content areas.
3. Insufficient attendance and a high rate of tardiness.
4. Although the number of out-of-school suspensions and discipline referrals was reduced due to the behavior intervention system used by the PIC (Phoenix Intervention Center), the work of at-risk social worker, and the use of Restorative Practices, a number of in-school suspensions/detentions is still very high due to numerous incidents of problem behavior.
5. A high number of substitute teachers impacts teacher content area knowledge and skills.
6. In 2015-16, we realized the need to build more alignment and engagement opportunities for cross-curricular activities. Cross-curricular work has begun between Social Studies and ELA and between Science and Math. In 2016-17, ELA-Social Studies and Math-Science cross-curricular collaboration continued. In 2017-18, this cross-curricular collaboration has continued and has, in fact, become more intensive due to the work of the instructional coach.
7. In 2017-18, several key teaching positions have been held by long-term substitute teachers (in math, ELA, science, foreign languages, and special education). This has caused a need for professional development for the teachers to know and understand the curriculum and Common Core Standards. As our staff continues to be transient, this need will continue.
8. In 2017-18, all core content areas have common planning time, which has helped departments have regular data conversations.
9. A summer break resulted in low academic retention as evidenced by Fall '2017 NWEA assessments, however, there has been some improvement in NWEA scores in Winter'2018.

I. Statement of Goals:

Literacy Goal 1: All students at Pontiac High School will achieve proficiency in writing skills in all content areas.

Literacy Goal 2: All students at Pontiac High School will be proficient in reading in all content areas.

Numeracy Goal 1: All students at Pontiac High School will demonstrate proficiency in mathematics across the curriculum.

Science Goal: All students at Pontiac High School will demonstrate proficiency in science.

Social Studies Goal: All students at Pontiac High School will demonstrate proficiency in social studies.

II. Targeted Subgroups for Focused Objectives and Interventions (All Grade Levels): Based on the results of 2016-17 SAT and M-Step assessments, the lowest achieving subgroups across all grade levels are as follows: African American students; ELL students; and Students with disabilities. The only two subgroups that have met college readiness benchmarks are White (15.4% with the mean SAT score of 840.8 and Asian (7.1% with the mean SAT score of 909.3) students. Girls performed worse than boys on the SAT, earning a total score of 808.9

(versus 830.9 for boys). Also, Economically Disadvantaged students performed worse than non Economically Disadvantaged students (with the mean SAT score of 815.5 versus 829.1, respectively). Students with Disabilities performed worse than Students without Disabilities (with the mean SAT score of 771.7 versus 829.1 for students without disabilities), and ELL students performed worse than non-ELL students (with the mean SAT score of 775.8 versus 825.5 for non-ELL students). M-Step -- the only subgroup that scored higher than the state average on M-Step social studies assessment was Asian Americans who were 46.7% proficient versus the state's 46.0%. No sub group was at or higher the state's proficiency level in science. Boys did better than girls on both portions of the M-Step; Students with Disabilities performed worse than Students without Disabilities; ELL students performed worse than non-ELL students. Economically Disadvantaged students outperformed non-Economically Disadvantaged students for the second year in a row (13 ED students scored proficient on the science portion, and 18 ED students scored proficient on the social studies portion versus less than 10 for non-ED students on both portions), however, this can be due to a very low number of the non-ED students in the building so the difference is not statistically significant.

ACADEMIC OBJECTIVES AND INTERVENTIONS The Whole School Population: Project-Based Learning, Blended Learning, Differentiated Instruction, 12 IRRE EAR (Engagement, Alignment, Rigor) strategies; IRRE I-Can statements; Inclusion/Co-Teaching. ELA: summarization, the writing process, text annotation, vocabulary development, close and critical reading, text structure analysis.

Math: multiple representations of charts and graphs, critical thinking, figures and properties, calculating algorithms.

Science: knowledge of numeracy for applications in science (formulas, data, the use of charts and graphs), practical application of scientific concepts and processes.

Social Studies: content area literacy, including vocabulary and inferencing, evidence-based (critical) thinking and writing.

The Lowest Performing Subgroups (including At-Risk Students): Special Intervention Strategies: extended assessment time; frequent supervised breaks; audio/text-to-speech option of the assessments.

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

During the 2017-2018 school year, Pontiac High School will continue implementing many effective strategies designed to provide timely, effective, additional assistance to students who experience difficulty mastering the state's academic achievement standards (as measured by state assessments and college readiness tests as well as NWEA) and to increase academic achievement of all students. Reading and Writing (ELA): In the area of ELA (both reading and writing) and across grade span of 9th-12th grades, PHS has implemented the following school-wide improvement strategies: Reading Strategies class is an academic support program designed for General Education Students who have some reading difficulties, mostly in reading comprehension (students are identified based on the results of standardized assessment (NWEA), as well as the results of the ILC tests). Language Intervention support program is designed to remedy decoding skills of Special Education (SE) students (identified based on the results of NWEA and a special reading assessment). The content area (science), IRRE, and instructional coaches support the classroom teachers. MTSS (multi-tier student support) academic tutoring lab (math) during Advisory/Phoenix Rise time. Students are referred to a math tutoring lab in five different ways: self-referral, administrator, parental request, counselor, and/or teacher referral. Daily NWEA Map Skills practice during Advisory/Phoenix Rise time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test).

Mathematics: In the area of mathematics, across grade span of 9th-12th grades, Pontiac High School has implemented the following school-wide improvement strategies: Math Intervention Specialist, MTSS (multi-tier student support) through the math academic tutoring lab during Phoenix Rise time. Social Studies: The 9th-12th grade-span interventions in the area of social studies include: the instructional coaches who supports the classroom teachers. Science: The 9th-12th grade-span interventions in the area of science include: the content area coach who supports the classroom teachers. ELA: The 9th-12th grade-span interventions in the area of social studies include: the instructional coaches who supports the classroom teachers. All Core Areas/School-wide: There are also school-wide improvement strategies implemented across grade span of 9th-12th grades and across all content areas. These include English as a Second Language (ESL)/English Language Learners

(ELL)/ Bilingual support in all areas/classrooms including new SIOP (Sheltered Instruction Observation Protocol) classes; Special Education (SE) specific support (resource and inclusion classes as well as School Social Work (SSW); at-risk social worker and a behavior interventionist/Phoenix Intervention Center (PIC) for individual intervention and academic support, after-school programs (credit-recovery and Alternative Education) for students with credit deficiencies. This also includes SAT prep; a Building Instructional Coach and Oakland Schools (OS) coaches (working with science teachers to support academic instruction and support the implementation of instructional strategies.)

5. Describe how the school determines if these needs of students are being met.

The monitoring process at PHS has a multi-stage structure:

Stage 1 - The most in-depth intervention is provided to students who have been identified as having deficient (significantly below grade level) reading or math skills based on the results of standardized assessments (NWEA). This year, PHS has implemented a daily NWEA Map Skills practice during Advisory/Phoenix Rise time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test).

Stage 2 - Assessment -- there are several levels of assessments used to monitor the success of specific interventions as well as progress of students receiving those interventions. These include: individual teacher (classroom) assessments; instructional learning cycles (ILCs); NWEA.

Stage 3 - Progress Monitoring and Administrative Review Progress monitoring and review process at PHS involves professional learning communities (PLCs) within departments -and-grade-levels; special intervention teams (math interventionist and building instructional coach as well as OS science coach); as well as supervision by the department heads/instructional support team (ILT) members/building turnaround network team (BTN) members and building and district administration. Progress monitoring and review process at PHS occurs 4 times a year (four district instructional learning cycles (ILCs). In addition, the school ILT and BTN teams review the implementation of intervention strategies and their success/student progress on a quarterly basis at the SST (School Support Team) meetings. Perception data, gathered from staff, students, and parents are used to inform processes, administrative decisions, school improvement goals, and teacher instruction. These data are gathered by surveys throughout each semester.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Pontiac High School contracted staff and instructional paraprofessionals are highly qualified. Instructional paraprofessionals have met the NCLB requirements. Statement of assurance: The applicant assures that all Title I paraprofessionals meet the NCLB requirements and are qualified in accordance with Section 1119(c). The Pontiac School District Human Resources department monitors that all instructional paraprofessionals meet the requirements.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All Pontiac High School contracted instructional staff members are highly qualified. Statement of Assurance: The applicant assures that all teachers meet the NCLB requirements as highly qualified. The Pontiac School District Human Resources department monitors that all teachers are highly qualified.	

Component 4: Strategies to Attract Highly Qualified Teachers

1. What is the school's teacher turnover rate for this school year?

In 2017-18 school year, Pontiac High School continues to have a high teacher turnover rate. The Science Department has 2 new teachers. The Math Department has 1 new teacher and 3 long-term subs. The English Department has 2 new teachers and 1 long-term sub. The Social Studies Department has 2 new teachers and 1 long-term sub. The World Language Department has 2 long-term subs. Special Education Department has 2 long-term subs (as well as 4 long-term subs included in the core department count - resource teachers). The Elective Department has 1 new teacher and 1 long-term sub.

2. What is the experience level of key teaching and learning personnel?

The staff remains highly qualified, all contracted teachers and paraprofessionals meet the NCLB requirements for high qualified. This data takes into consideration the realities of the serious financial situation and high priority school status of the district, the high turnover rate and lack of qualified applicants to fill out key teaching positions in 2017-2018 school year (10 long-term subs at PHS). The staff's years of experience are as follows: (contracted teachers, a building instructional coach, a math interventionist, a speech teacher; counselors, administrators, social workers, and a behavior interventionist): 0-5 years - -4 teachers, 2 social workers; 6-10 years - -3 teachers, 1 math interventionist; 11-15 years -- 7 teachers, 1 administrator; 16-20 years -- 10 teachers, 1 counselor, 1 behavior interventionist, 1 instructional coach; 21-30 years -- 12 teachers, 2 counselors, 1 alternative school coordinator; 30+ years -- 2 teachers, 1 speech teacher, 1 counselor, 2 administrators.

3. Describe the specific initiatives the SCHOOL has implemented to attract and retain high quality teachers regardless of the turnover rate.

The staff remains highly qualified, all teachers and paraprofessionals meet the NCLB requirements for high qualified teachers or paraprofessional status. Given the realities of the serious financial situation and high priority school status of the district, the turnover rate of our current teaching staff and lack of qualified applicants to fill out key teaching positions in 2017-2018 school year (10 long-term subs at PHS), it is a challenge to hire highly qualified staff. We are committed to engaging professionally in a way that will attract and keep Highly Qualified teachers in our building. We will retain current practices that have proven successful and supportive and implement new processes.

1. Encourage each other and develop supportive teaching relationships through content area, instructional, and IRRE coaches, peer observation opportunities, and teacher of the month recognition for sharing effective teaching strategies. 2. Have collective and collaborative decision-making process through department and grade level meetings, Faculty Coordinating Council (FCC) and staff meetings, Instructional Leadership Team and Building Turnaround Team. 3. Develop collegiality through data-team dialogue during ongoing ILC cycles and department PLCs. 4. Provide opportunities for professional development in best practices through yearlong focused learning groups, national, state, and local resources, which include ISD workshops and district and building PD. 5. Commit to create a safe and secure working environment through review and communication of policies and procedures to all groups: parents, students, staff, school and district administration, and community through multiple communication methods: online, paper, face-to-face meetings. 6. Provide desktop and ChromeBooks computers for staff and ChromeBooks for all students (individual CB for the 12th-graders and classroom sets for other

grades). 7. Use advance technology with training and on-site support. 8. Provide coaching support for onsite professional development and teacher learning (IRRE and OS coaches as well as the district instructional coach). 9. Provide leadership opportunities within the school to promote teacher leaders.

10. Identify and Reward Staff -- Pontiac High School will identify and reward staff when 55% of ninth, tenth, and eleventh grade students demonstrate significant growth on the NWEA assessment. At the current time, there is no provision for monetary incentives due to the financial state of the district. Therefore, the School will embark on a plan that includes non-monetary recognition. Pontiac High School will seek stakeholder input on creative ways to reward staff, who have increased student achievement. Pontiac High School recognizes staff persons on a monthly basis for outstanding acts of teamwork, leadership, or program development. Staff members are occasionally rewarded with gift cards for outstanding building performances, when funds permit. Also, PHS submits the names of the outstanding teachers for "Teacher of the Year" awards presented by the county, state, and various groups and foundations. The School will also reward (through staff recognition, certificates, and awards) the staff who have contributed positively to increased student achievement and who have implemented the instructional program with fidelity. 11. Climate and culture that is conducive to learning supports teacher retention. To promote climate and culture, to retain staff, and to provide them with meeting the needs of the students, the District will support methodology that supports best practices and effective instruction. Content coaches, teachers, the intervention specialist, the instructional coach, and the building administration will work collaboratively to improve the learning climate. Data analysis will be used to assess progress. Professional learning will be characterized by the quality of ongoing data discussions, professional sharing, and dialogues about student work. In addition, all PHS teachers are members of Professional Learning Communities where teachers collaborate to plan instruction and monitor student learning through the implementation of the Instructional Learning Cycle process. Teachers have the opportunity to engage in professional dialogues, look at student work, and build capacity and knowledge in teaching strategies and climate/culture. The PLCs meet regularly and are organized by content area. The ILT and the BTN teams and the building administration work with all staff to create a supportive, focused culture where taking risks is valued and supported, student learning is the benchmark for all decisions, and professional development recognizes the expertise within the building.

4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.

The School District of the City of Pontiac has undertaken the following initiatives to attract and retain highly qualified teachers:

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.
5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment

to see how things are going and to let them know we are there to support their efforts.

7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.

5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?

Given the urgency to implement a rapid turnaround at Pontiac High School, special consideration will be given to any staffing adjustments or change necessary to meet the requirements of the Consent Agreement. Retention and placement of highly qualified staff at PHS will be district priority. Building needs will be considered when any staffing adjustments need to be made. Involvement of the principal and building leadership and turnaround team will be sought and considered by Human Resources and the district leadership team when considering any reduction, transfer, or placement of staff at PHS. Given the amount of training invested in the PHS staff and the critical importance of the turnaround efforts at PHS, every possible effort will be made to keep successfully performing staff members in place at PHS. The leadership of the building and the district believe that the quality of training and consistency of support will contribute to an increase in retention of staff at Pontiac High School. Teachers have multiple opportunities to build capacity that leads to promotion and career growth. Teachers will be provided with professional development in reading and mathematics to improve teaching skills. Numerous professional development opportunities are held at Oakland Schools. During the 2013-2014 school year, all teachers became members of a professional learning community. Professional Learning Communities have continue throughout 2015-2016, 016-2017, and 2017-2018 school years. Teachers have the opportunity to engage in professional dialogues, look at student work, and build capacity and knowledge in teaching strategies and climate/culture. Climate and culture that is conducive to learning supports teacher retention. To promote climate and culture, to retain staff, and to provide them with meeting the needs of the students, the district will offer methodology that supports best practice and effective instruction. IRRE and OS coaches, teachers, the math intervention specialist, the building instructional coach, and the building administration work collaboratively to improve the learning climate. Data analysis are used to assess progress. The ILT and the BTN teams and the building administration work with all staff to create a supportive, focused culture where taking risks is valued and supported, where student learning is the benchmark for all decisions, and where professional development recognizes the expertise within the building staff. Professional learning is characterized by the quality of ongoing data discussions, professional sharing, and dialogues about student work.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

The professional learning offered to Pontiac High School staff in the 2017-2018 is based upon the results of the Comprehensive Needs Analysis and the Student Data Analysis. Professional Learning to drive effective instruction in all core content areas has been identified and is specified below for each content area. All instructional staff continues to participate in the Blended Learning and Project-Based Learning ongoing professional learning (via the Student Engagement Team) with focus on delivering effective instruction through the use of differentiation and in the ongoing IRRE PD with focus on student engagement, curriculum alignment, and instructional rigor. The following Professional Learning opportunities have been offered to all instructional staff in the 2017-2018 school year: Differentiation: Project-Based Learning, Blended Learning (both -- via the Student Engagement Team); IRRE 12 EAR Strategies and the Use of I-Can Statements; ELA: Adaptive Schools, AARI (Adolescent Accelerated Reading Intervention), SIOP (Sheltered Instruction Observation Protocol for ELL Learners), Galileo (Teacher Leadership); Science: Cultural Awareness for African American Males; NGSX (New Generation Science Standards); Science-specific PBL; Social Studies: Adaptive Schools, Galileo, ELA-specific PBL; Language Training (specific to SE students); Math: Adaptive Schools, Atlas Rubicon. PHS also offers a schoolwide IRRE and OS coaching support for curriculum and instructional delivery and centered around teacher/coach selected targets. All core content areas are participating. Instructional Coaching: All core content areas also receive support from the Building Instructional Coach in their areas of need (based on their data analysis and identified School Improvement Goals). Also, based on the comprehensive needs assessment, all core departments are actively engaging in several ongoing professional developments to establish assessments aligned with CCSS, to meet the goals of the school improvement plan, and to be responsive to the results of the CNA and Student Data Analysis. Project-Based Learning: Ongoing: All core areas teachers (except for long-term subs) are trained in project-based learning. Trained teachers collaborate and support to launch projects and act as teaching partners and mentors to support long-term subs. Common Formative Assessments: All core teachers continue to participate in common assessments (by content area) training to increase student growth on ILC assessments (through the department PLCs). Special Education Training: MI-Star: All staff also participated in the NWEA refresher/MAP Skills training. All staff also had a refresher ILLUMINATE/MI-Star training to ensure that everyone can effectively take attendance, put in grades correctly, and input referrals based on behavioral concerns. For the school year 2018-19, all staff will need to continue participating in the following training for the current/new teachers : Project-Based Blended Learning/Curriculum Alignment; Increasing Motivation for At-risk Students; ILCs/ Content Integration; Classroom Management and Technology; Common Assessments; IRRE/EAR. Additionally, our perception data indicates the need to continue training the staff in Culture and Climate in order to maintain the successes in creating a safe and supportive learning environment (future planned PD).

PARENT INVOLVEMENT Professional learning opportunities are provided for the PHS Parent Community based on Title I requirements and the results of the 2017-18 Parent Perception surveys. The following topics were made available to parents throughout the 2017-2018 school year: Review/discussion of SIP and Working as partners with teachers and school staff; Chromebook/Technology Training; Understanding NWEA, SAT and M-Step assessments. CLIMATE AND CULTURE/STUDENT ENGAGEMENT As PHS strives to develop a better understanding of our students' cultural characteristics, we will continue to utilize the strategies provided by the SET (Student Engagement Team) that help teachers recognize the impact of cultural traits on the format for conversation and learning process and their implication for classroom instruction.

2. Describe how this professional learning is "sustained and ongoing."

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Professional Learning is sustained and ongoing, and the process and implementation of Professional Learning does not only reflect the individual needs and characteristics of each department but also, the building as a whole.

Project-Based Learning: Began in the 2014 - 2015 school year, continued in 2015-16 and 2016-17 school year, and is ongoing throughout the 2017-18 school year (through the SET team and as workshops for individual departments). Project-Based Learning training addresses inquiry-based problem driven instruction using technology as a tool, differentiation strategies, and various approaches to assessment.

Content Area Coaching: Began in the 2013 - 2014 school year, continued in the 2014-15, 2015-16, and 2016-17 school years, and is ongoing throughout the 2017-18 school year (this year available for science and social studies departments). Core content area coaches provide support with planning, instructional delivery, assessment development/data collection and analysis in collaboration with teachers as part of the ILC. The coaches also provide individual coaching support for curriculum and instructional delivery that is centered around teacher/coach selected targets.

Common Assessment Professional Learning: Began in the 2013 - 2014 school year, continued in the 2014 - 2015 and 2015-16 school years, became interdepartmental (between different schools in the district) in 2016-17, and is ongoing and offered through department PLCs in 2017-18.

Individual teachers participate in an ongoing professional learning series centered around leadership (Gallileo training) and effective instructional delivery (Adaptive Schools).

ELA and bilingual teachers participate in the ongoing SLOP training.

Content Literacy and Content Knowledge: All teachers receive professional learning in content knowledge and content literacy with alignment to Common Core State Standards (through their work with the content area coaches and the building instructional coach).

Best Practices for Engagement: All teachers engage in professional learning surrounding a set of best practices and strategies to increase student achievement, high impact methods, inquiry- based problem-driven instruction, culturally responsive text instruction, technology tools, and differentiation strategies. The district provides these ongoing professional learning opportunities via the school-based SET (Student Engagement Team).

Last but not least, all instructional staff participates in the ongoing IRRE training, which focuses on student engagement, curriculum alignment, and instructional rigor. Core Departments All the trainings listed in question 1 are sustained and ongoing, including Project Based Learning. Teachers implement the strategies and instruction from their trainings and share results with their teammates during the PLC and Data Team meetings. In addition, core departments believe that all of the following will help sustain professional learning: further alignment between Project Based Learning and the curriculum; using specific strategies to increase at-risk students' motivation; deeper ILC/content integration; and having more training on developing common assessments. Professional development is also sustained and ongoing through weekly PLC's, Data Team meetings, regularly scheduled staff meetings, and the district's commitment to long-term professional learning opportunities.

PARENT INVOLVEMENT Parents receive sustained and ongoing training through Parent University (regular parent meetings with building and district staff support that (in this format) began in 2017-18 school year); parent surveys and parent technology training, and regular school-parent and district-parent communication.

CLIMATE AND CULTURE

Professional Development is sustained and ongoing through collaboration between teaching staff, the Faculty Coordinating Council (FCC), the SET (Student Engagement) team, and outside resources (district, OS). Instructional Leadership Team (ILT) and Building Turnaround Team (BTN) meetings provide a structured and progressive agenda, which is built upon teacher, student, and parent perception data.

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The Professional Learning/Development Plan for 2017-18 school year is uploaded into ASSIST. The PD calendar for 2018-19 school year is not yet available as we do not yet have a confirmed district calendar.	PHS PD Calendar 2017-18

Component 6: Strategies to Increase Parental Involvement

1. Describe how parents are (will be) involved in the design of the schoolwide plan.

The policy was developed in previous school years (and is still being maintained) regarding the involvement of parents, teachers, and school administrators, through input and feedback that is obtained during parent meetings/Parent University, parent-teacher conferences, parent surveys, and staff meetings. The policy is made available to all parents in the school and to the extent practicable, provided in a language the parents can understand.

2. Describe how parents are (will be) involved in the implementation of the schoolwide plan.

Collaboration opportunities with the parents of Pontiac High School students via meetings/forums are scheduled periodically (Parent University meetings) for the purposes of consultation, advising, and evaluation. Participants will include parents, school-wide Student Support Team (comprised of counselors, teachers, social workers, and a behavior interventionist), community representatives, and administration. If the schoolwide plan is not satisfactory to parents, Pontiac High School submits any parent comments when the school submits the plan to the district. [1118(c)(5)]

3. Describe how parents are (will be) involved in the evaluation of the schoolwide plan.

Parents are provided opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Parents attend these meetings and participate in follow-up discussions regarding student academic progress and intervention. [1118(c)(4)(C)] During 2017-18 school year, parents have also been invited to Parent University meetings to discuss the schoolwide plan. Parents are asked to provide suggestions on ways the school could continue to increase parent involvement and overcome barriers which may limit participation of migratory parents, parents with limited English proficiency, parents with disabilities, or parents with other limitations or lack of resources. [1118(f)]

School Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes	Shared Responsibilities for High School Student Academic Achievement [1118(d)]: In order to promote shared responsibility for high school student academic achievement, Pontiac High School developed a Parent Involvement Policy that outlines how the entire school staff and parents share responsibility for students and describes the means by which a partnership to help children achieve the State's high academic standards are maintained. PHS completed its Parent Involvement Policy in 2015-16 and updated it in 2016-17 school year. PHS Parent Involvement Policy for 2017-18 school year is attached.	PHS Parent Involvement Policy 2017-18

5. Describe how the school is carrying out the activities outlined in ESEA Section 1118 (e) 1-5, 14 and (f).

Pontiac High School takes the following actions to encourage the effective involvement of parents in their children's education and to establish strong school, parent, and community partnerships to improve student academic achievement. A. Provides assistance to parents in understanding state achievement and Common Core standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to support their child's education by: [1118(e)(1)] Providing parents with a syllabus or summary of the essential concepts and skills taught at each grade level/course. These are distributed during the Curriculum Night, during parent-teacher conferences, and are posted on the school's website. Reviewing the purpose of assessments and how the data are used with parents during curriculum night, parent conferences, and Parent University meetings. Conducting FAFSA and other workshops; hosting guest speakers; sharing tips for parents in school newsletters. Reviewing Title I requirements during the annual Title I meeting; providing program information in parent newsletters. B. Provides parents with materials and training to help them work with their children to improve their children's achievement. The school conducts parent and parent/child workshops and activities based on the school's assessed areas of need and parent/family interests. Such training could include literacy training and using technology, as appropriate, to foster parental involvement as well as several FAFSA workshops held throughout the year. [1118(e)(2)] School leadership and building turnaround teams along with the building behavior interventionist, the at-risk social worker, and the building administration plan and conduct Parent University meetings. These meetings assist with communications to inform parents of all students of school and community events and upcoming activities.

C. Educates teachers, pupil services personnel, principals, and other staff with the assistance of parents, in the value of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping as parent liaisons, and encouraging other parents. [1118(e)(3)] The principal provides opportunities for staff to share effective practices with colleagues during selected staff meetings throughout the year. D. Encourages the coordination of the Title I parent involvement program and activities with the Bilingual/ESL program, 21st Century, the school's Parent University and other programs for parents by sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of one or more groups. [1118(e)(4)] In addition, the following structures are in place to support and promote the coordination of parent programs:

The Parent University and the Student Support Network serve as a communication link between the different programs as well as between the school staff and the parents/community.

The School ILT and BTN teams monitor implementation of parent involvement activities through their quarterly review meetings.

Feedback from parents is studied and used to plan subsequent meetings.

The Title I Program Administrator/ Counseling Staff designee reviews all parent meeting agendas and parent feedback to ensure and support effective coordination and integration of program activities.

E. Making information related to school and parent programs, meetings, and other activities available in a format and, to the extent possible, in a language parents can understand. [1118(e)(5)]

Translating is facilitated through the district's bilingual department, principal, and bilingual instructors.

The principal, teachers, and Parent University/Student Support Team members are available to respond to parents' questions or provide information on specific programs or activities to parents, as needed.

F. Provides other reasonable support as requested by parents: [1118(e)(14)]

Which is included in letters or announcements about major events such as Curriculum Night, parent teacher conferences, and FAFSA trainings.

Parents are invited to contact the school and identify support needed to ensure their home-school collaboration.

The school building collaborates with the Department of Health and Human Services and the local intermediate school district to provide supports to ensure home-school collaboration.

G. Provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in parent involvement activities by [1118(f)] providing elevators, and door openers outside and within the building to ensure access to all areas of the school campus.

6. Describe how the parent involvement component of the schoolwide plan is (will be) evaluated.

Annual Review of the Parent Involvement Policy & Program [1118(c)(3)]: Pontiac High School solicits parent feedback in the evaluation of the content and effect of the school parental involvement policy and the school-wide program by conducting annual surveys open to all parents and by obtaining parent feedback following specific program activities such as Parent University meetings and parent-teacher conferences.

7. Describe how the results of the evaluation are (will be) used to improve the schoolwide program.

The results of the annual evaluation are used to modify current parent involvement and schoolwide programs/activities, design new programs/activities, and to revise the parent involvement policy and/or schoolwide program plan, as needed. [1118(c)(3)]

8. Describe how the school-parent compact is developed.

The compact is reviewed each year with parent, staff, and student input through focus group sessions and then it is published on the district and school website, in the student/parent handbook, distributed through the U.S. mail, and provided at all four of the mandatory Title I program meetings. The policies associated with the compact are monitored on a semi-annual basis by external and internal stakeholders. Perception surveys are distributed and collected from community members, parents, school staff, and students. The Instructional Leadership Team, the Building Turnaround Team, and the building administration review data, identify strengths and weaknesses, and amend policy as needed in June. The Parent University, the SST, the ILT, and the BTN coordinate efforts to inform external and internal stakeholders of compact and policy revisions in August and September.

9. Describe how the School-Parent Compact is used at elementary-level parent teacher conferences.

Secondary-level PT Conferences: During both parent teacher conferences, parent surveys are administered that discuss the compact and share opportunities for parental involvement. The School-Parent Compact is also discussed during Curriculum Night each fall.

10. How is the School-Parent Compact shared with middle school or high school parents (depending on the grade span of the school)?

The compact is made available to all parents in the school. The compact is published on the district and school website, in the student/parent handbook, distributed through the U.S. mail, and provided at all four of the mandatory Title I program meetings. The compact is shared during the annual Curriculum Night in the fall. Parent-teacher conferences are held semi-annually; during that time the compact is discussed as it relates to the individual child's achievement. [1118(d)(2)(A)]

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes	PHS had its Parent Compact completed in 2015-16 school year and then updated in 2016-17 school year. PHS Parent Compact for 2017-18 school year is attached.	PHS Parent Compact 2017-18

11. Describe how the school provides individual student academic assessment results in a language the parents can understand.

Regular reports to parents on their child's progress are sent to parents electronically and in hard copy through web-based reporting system and through US mail. Web-based reports (MiStar) are accessible on a 24/7 basis and updated by teachers weekly. Parents are provided training in the use of MiStar during both parent teacher conferences, Curriculum Night, and during Parent University meetings. This training is offered to all parents unfamiliar with the MI-Star grade-reporting system for the purpose of increasing parent's understanding of the various assessments that describe their child's academic proficiency. [1118(d)(2)(B)] Teachers use Advisory/Phoenix Rise period to make regular contacts with parents about their respective students in regards to academic challenges and growth.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

PHS Transition strategies involve only transition from middle to high school and transition to post-high school living/education/career. Middle to High School Transition -- Currently, the middle and high school counseling departments and the ninth-grade administrator collaborate to facilitate school visits; provide course selection information and extracurricular offerings; and familiarize incoming freshmen with building resources. Transition to Post-High School Living/Education/Career -- Pontiac High School uses the Educational Development Plan (EDP) system and a Senior Exit process to prepare students to transition to higher education and the workforce. Through English Language Arts coursework, juniors and seniors write autobiographies, prepare college and scholarship essays, develop resumes, and participate in mock interviews. Juniors and seniors regularly meet with an on-site college advisor provided by the Michigan College Advising Corps to solidify their educational goals. The on-site college advisor organizes college fairs, college visits, and motivational speakers assists with scholarship and college applications, and facilitates the FAFSA workshops. Transition for Students with Disabilities -- Pontiac High School uses a move-up IEP process for all incoming freshmen with disabilities. The process includes collaboration between special education teams (at both middle and high schools) to develop a systematic approach to address and monitor IEP accommodations to ensure effective implementation of the IEP and support students' academic success. For graduating seniors with disabilities, Pontiac High School uses a Senior Exit IEP, as well as the services and programs of Michigan Rehabilitation Services to assist seniors with disabilities in making a smooth transition from high school to life after graduation. These programs offer the exiting seniors with disabilities an opportunity to think about their life after high school and identify long-term goals - to plan for their future in relations to post-secondary education, employment, and independent living skills.

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

N/A, PHS Transition strategies involve only transition from middle to high school and transition to post-high school living/education/career. All teachers are trained to analyze NorthWest Evaluation Association (NWEA) data. The transition activities involve teachers and counselors analyzing the scores of the incoming freshmen to prepare for the transition. Counselors then use the data analysis to identify courses, course levels, and interventions for incoming ninth grade students. The data also help structure teacher placements, in specific grade and course levels, to best meet students' performance and growth needs. NWEA data is also used this year to engage students in the daily NWEA MAP Skills practice focused on erasing deficits in math and reading comprehension (as identified by the NWEA Map Skills test). In addition, reading interventions (Reading Strategies and Language Intervention classes) are offered at PHS to support students as they transitioned to high school. Teachers are also trained on how to effectively align curriculum and to implement research-based instructional practices to address the needs of the incoming ninth grade students. Furthermore, all core teachers are trained in curriculum alignment to the Common Core State Standards (CCSS) to ensure mastery of skills. Training in these areas have allowed teachers to begin to change teaching structures, lesson plans, and construct CCSS test items as a result. Special Education Teachers and Counselors are trained in student transition assessments, scheduling and student placements and in aiding students in outlining and meeting high school graduation and attendance requirements. The professional development has provided the framework for conversations to address post high school transition goals and available services. Incoming students are also provided with an orientation process for behavior expectations. The purposes and process of the Phoenix Intervention Center (PIC) is shared with the ninth graders, in order to transition students to the behavior expectations of the high school. Parents are also included in the middle school to high school transition process. Parents are invited to the high school to

meet with teachers and principals. Particular attention is devoted to discussing class placement, intervention supports/ supplemental programs available to their child, if needed, and ways parents can be involved, at home or school, in their child's learning. Parents can meet their children's counselors and review their course selections. Teachers and counselors review data to determine student placements. This process is explained to parents during curriculum night and Parent University meetings, as needed, to further their understanding of how decisions are made. School schedules, grades, attendance, important policies, events, and timelines are covered. The time and purpose of upcoming events, such as curriculum night, Parent University meetings, parent-teacher conferences, and FAFSA workshops are identified so that parents know what opportunities are available at the high school and beyond. Opportunities for parent involvement are identified and sign-up sheets for participation are provided. These are some of the many ways parents are provided training and opportunities to gain skills and knowledge to successfully support their children during their high school experience.

Component 8: Teacher Participation in Making Assessment Decisions

1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?

Teachers provide their input into the decisions regarding the use of school-based academic assessments through monthly staff meetings, weekly department meetings, regularly scheduled PLC meetings, schoolwide PD meetings, and participation on the school's ILT and BTN teams. The instructional staff reviews and evaluates data to make informed decisions regarding the content of school-based academic assessments. This process also occurs during departmental data team meetings. Departments meet on a weekly basis. Decisions, which affect student achievement, are made to ensure that all instructional staff employs data protocols with fidelity. Appropriate instructional staff, administrative staff, social workers, and the academic and career counselors are involved in the decision-making process. Shared decision-making serves as the overarching process of coherent and collaborative conversations around student achievement. All instructional staff consistently evaluates and monitors student achievement through the use of multiple types of summative, formative, and authentic assessments. The data collected from these multiple assessments drives instruction for students. Unique learning needs, based on the review of the data, can then be addressed. All departments are involved in the Departmental Action Plan and expected outcomes are consistent across curriculum. All core departments use the Building Initiatives rating tool to rate the implementation of the department's initiatives on a monthly basis. Teachers in every department are closely involved in the ongoing improvement of common assessments for their individual core areas. Teachers in each department used common core exams for summative (final semester) exams. Teachers use benchmark exams that correspond to the mid-marking ILC process. Teachers continue to perform deeper analysis on sub group data to insure adequate supports are provided for students to attain their achievement goals. Progress toward mastery of content expectations is monitored informally on a daily basis through strategies, observations, and formative assessments. Formal monitoring of progress occurs on a bi-weekly basis through formative and summative assessments. Assessment data is used in conjunction with relevant anecdotal data to adjust instruction or provide additional intervention for students that are not progressing as expected. Data reports are shared with administration and central office. SST (School Support Team) reports are provided to the school district administration and monitored by MDE. Student assessment data is shared with parents throughout the school year via MI-Star, evening meetings, phone calls, emails, and parent-teacher conferences. All departments provide their input through teacher collaboration/common lesson planning as well as district ILC Collaboration/sharing assessment results and planning differentiation of instruction. At Pontiac High School, teachers provide input into school-based assessment decisions during PLCs, department meetings, and staff meetings. The departments hold weekly Data Team Meetings to discuss student achievement data (NWEA and ILC Target Skills). The teams disaggregate the data and discuss content, instructional delivery, and assessment. Specific intervention strategies are planned for students that are far from proficient and close to proficient such as attending MTSS (multi-tier student support) math tutorial lab and NWEA MAP Skills practice during Advisory/Phoenix Rise time. The departments work collaboratively to determine the types of assessments that will be used to monitor student learning and identify students that need interventions, creating flexible small groups for individualized instruction and re-teaching through project-based learning activities. Departments also use data from across the departments to develop mini-lessons in response to student performance and to meet student needs, while still incorporating the grade level curriculum. By conducting an item analysis on common formative assessments, grade level teachers discuss the content and skills which are needed to move students to their next level: Far from Proficient, to At Proficient, to Above Proficient. Teachers use ILC process to guide their work in pre/post planning, document their progress, and report student mastery level. The data collected from these multiple assessments drive instruction for students. Unique learning needs, based on the review of the data are then addressed. In the 2017-2018 school year, deeper analysis has been performed on sub group data to insure adequate supports are provided for students to attain their achievement goals.

2. How are teachers involved in student achievement data analysis for the purpose of improving the academic achievement of all students?

A school-wide initiative is to use data to drive instruction. Opportunities to analyze student achievement data are afforded in department and team meetings, common planning times, and professional learning communities. All instructional staff consistently evaluate and monitor student achievement through the use of multiple types of summative, formative, and authentic assessments created with CCSS as a foundation. The data collected from these multiple assessments drive instruction for students based on their unique learning needs. Assessment questions are tailored to different Depth of Knowledge levels, and answers are analyzed against a rubric scale. Progress toward mastery of content expectations is monitored weekly, especially for those students who are in need of additional interventions, through formative and summative assessments, project-based learning opportunities, and through walk-throughs. Assessment data is used in conjunction with relevant anecdotal data to adjust instruction or provide additional intervention for students who are not progressing as expected. Regular data team conversations facilitate data analysis for the purpose of improving the academic achievement for all students. In each core department, team members are able to utilize planning time to align course goals, analyze ILC data, and develop data-driven initiatives to impact student learning. The departments are also engaged in cross curriculum planning (ELA-Social Studies and MathScience) to ensure students are maximizing their exposure to targeted concepts/learning. Science and social studies departments work with content area coaches as well as the building instructional coach and use data team meetings and ILC assessment results to accommodate the deficiencies of individual students and to develop remediation strategies. The staff works together to analyze data during the Professional Learning Communities (PLC) meetings. The district provides half-days for curriculum planning beginning in September and ending in May. Also, each core department uses individual planning days to collaborate as a PLC. All staff members and support staff work within their content area to disaggregate and analyze data. Instruction is driven by the information gained from the assessment results (NWEA, ILC) and is aligned to Common Core standards and the district curriculum. Students that need additional assistance are identified during this process, and the appropriate intervention is scheduled (MTSS-multi-tiered student support in math; NWEA MAP Skills practice). All teachers analyze student achievement in department and team meetings, common planning times, and professional learning communities. In addition, math and English teachers consistently evaluate and monitor student achievement through the use of multiple types of summative, formative, and authentic assessments created with CCSS as a foundation. The data collected from these multiple assessments as well as student unique learning needs drive instruction in every classroom.

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards

1. Describe the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level.

The initial screener to identify students who experience difficulty mastering the State's academic achievement assessment standards are M-STEP and SAT assessments for the 11th (and qualified 12-grade) students and PSAT for grades 10 and 9. The next screener is NWEA test administered 3X a year; grade-level common assessments/ ILCs administered 4X a year; progress reports and report cards issued 4X/year. Criteria for Selection: NWEA --students who score below the district-identified proficiency level (students who are 1 ½-2 years or more below RIT band); ILC -- students whose post-test scores are below or far below the district-identified proficiency level; SAT/PSAT/M-STEP -- students who score below the state-identified proficiency levels. Identification for Tier I, Tier II, and Tier III Using MTSS (multi-tiered student support system offered this school year in math) model -- each department identifies students for intervention based on their NWEA scores (and to a lesser extent, ILC's, PSAT/SAT/M-STEP, and work samples) during the PLC process (which identifies critical learning skills/learning targets). During collaborative PLC meeting, the ILC process planning begins as learning targets are identified through an analysis of NWEA, PSAT/SAT/M-STEP, formative and summative common assessment results. Then the team develops a pre-test on the standards that need immediate attention. Next, teachers create instructional strategies that are aligned with an instructional plan. During Tier 1, teachers implement a strategy decided by the team for 2-3 weeks and spot-check students' progress. Finally, teachers posttest the students to check their progress. Students who are still deficient with a standard will get extra help through Tier 2 where a math interventionist or an inclusion teacher (for other areas) provides extra support (including through pull-outs). Students who remain far from proficient are then provided with Tier 3 support such math intervention through the MTSS math tutoring lab, Strategic Reading and Language Intervention classes (ELA). Students are also provided with daily NWEA MAP Skills practice (in both math and ELA).

2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

During the formative assessment process and after the follow-up ILC meetings, specific plans are developed for immediate support for students who have not yet mastered the identified learning targets and critical learning skills. Interventions include in-class support staff (including bilingual tutors, instructional paraprofessionals, and co-teachers in small groups) for all core areas; math interventionist and math tutoring lab during Advisory/Phoenix Rise time; Strategic Reading and Language Intervention classes (for RE and SE students, respectively) for ELA; resource classrooms (for SE students, all areas) , and daily NWEA MAP Skills practice (in both math and ELA) during Phoenix Rise time (all students, areas).

3. How are students' individual needs being addressed through differentiated instruction in the classroom?

All students' individual needs are addressed. Classroom differentiation is achieved in four ways: through the delivery of content; through the use of processes utilized; through the use of products that demonstrate content mastery; and through providing a learning environment that

is flexible, safe, and supportive. In order to meet individual needs on the skills level, mini-lessons are developed that focus on varying depths of knowledge for the same content. Students often rotate from station to station developing these skills, and instructional time is adjusted to meet individual student needs and to proctor students growth. Technology and online resources are used, along with a variety of work structures within the classroom. Teachers collaborate to give their students a common experience. Examples of differentiated instruction in all content areas (that is aligned with the MAISA Units/Atlas Rubicon/Common Core standards) include: the use of the Depth of Knowledge scale /various instructional delivery methods to address different styles; breaking assignments into smaller parts that include structured directions; scaffolding; using a variety of assessment strategies, like performance-based and open-ended questions; co-teaching; and the use of prescriptive re-teaching and small-group instruction.

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Goal 2)
- b. K-8 Tier I/Tier II Intervention Teachers (SW2, SW3, SW9)
- c. 6-8 Tier III Intervention Teachers (SW9)
- d. Reading/Math Intervention Specialists and Materials (SW2, SW3, SW9)
- e. Behavior Intervention Specialists and Materials (SW9)
- f. Homeless Student Supplies (SW9)
- g. Bilingual Tutors (SW9)
- h. Career and Technical Education Teacher Assistants (SW9)
- i. College and Career Readiness Tutor (SW9)
- j. College and Career Readiness Specialist (SW9)
- k. At-Risk Social Workers (SW9)
- l. Professional Learning Stipends and Substitutes (SW1, SW5, SW8)
- m. MTSS Coordinator (SW1, SW2, SW5, SW9)
- n. Grants Compliance & Billing Coordinator (SW10)
- o. Grants Compliance & Billing Specialist (SW10)
- p. NWEA Assessment System (SW1)
- q. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- s. Core Content Area Parent Nights Literature, Refreshments and Interpreters (SW6)

2. Title II, Part A

- a. Instructional Coaches and Materials (SW5)
- b. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, High Quality Instruction, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- c. Grants Compliance & Billing Coordinator (SW10)
- d. Title II Coordinator (SW5)

3. Title III, Part A

- a. Bilingual Tutors (SW9)
- b. English Learners Oriented Professional Development (SW5)
- c. Immigrant Supplemental Materials

4. Title IV

- a. Reading/Math Intervention Specialists (SW2, SW3, SW9)
- b. Behavior Intervention Specialists (SW9)
- c. Behavior/Social Emotional Materials/Supplies (SW9)

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5. Fresh Fruit and Vegetables Program (FFVP)
 - a. During the Day Afternoon Snack for elementary students
6. Child and Adult Care Food Program (CACFP)
 - a. Afterschool Programs Snack/Supper for students
7. School Nutrition Program (SNP) and Community Eligibility Programs (CEP)
 - a. During the Day Breakfast and Lunch FREE for all students
8. IDEA - (Special Education Funding)
 - a. Special Education Phycologists (SW9)
 - b. Special Education Speech and Language Pathologists (SW9)
 - c. Special Education Social Workers (SW9)
 - d. Special Education Professional Development (SW5)

STATE AND LOCAL

1. Section 21h
 - a. HS English Language Development Teacher, Training and Materials (SW9)
 - b. HS Reading Intervention Teacher (SW9)
 - c. ELE Reading/Math Intervention Specialists, Training and Materials (SW9)
 - d. ELE STEM Program Contractor and Supplies (SW9)
2. Section 31A
 - a. Bilingual Tutors (SW9)
 - b. ESL Teachers (SW9)
 - c. Police Authority Officers (SW9)
 - d. Alternative Education Teachers and Counselor (SW9)
 - e. Homeless Student Transportation (SW9)
 - f. Homeless Student Supplies (SW9)
 - g. K-3 Reading/Math Teachers (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Specialists and Materials (SW2, SW3, SW9)
 - b. NWEA testing substitutes (SW8)
5. Section 41
 - a. Bilingual Tutors (SW9)
 - b. EL Supplemental Intervention Materials (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)
8. Career Focused Education
 - a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

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1. No Funds Needed

- a. Current Employee Recognitions (SW4)

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

- a. NWEA Assessment System (Title I, Section 104d)
- b. Professional Learning Stipends and Substitutes (Title I)
- c. Data Analysis Training (Title I, Title II)

2. Schoolwide Reform Strategies

- a. K-12 Supplemental Online Learning (Title I)
- b. K-8 Tier I/Tier II Intervention Teachers (Title I)
- c. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
- d. During the Day Afternoon Snack for Elementary Students (FFVP)
- e. During the Day Breakfast and Lunch FREE for all students (CEP)

3. Highly Qualified Staff (Instruction)

- a. K-8 Tier I/Tier II Intervention Teachers (Title I)
- b. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

4. Attract and Retain Highly Qualified Staff

- a. Current Employee Recognitions (No Funds)
- b. Restructuring of Salary Schedules

5. Professional Development

- a. Instructional Coaches and Materials (Title II)
- b. Special Education Professional Development (IDEA)
- c. English Learners Oriented Professional Development (SW5)
- d. Professional Learning Communities Stipends and Subs (Title I)
- e. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)

f. MTSS Coordinator (Title I)

g. Title II Coordinator (Title II)

6. Parental Involvement

- a. Monthly Parent Meeting Literature, Refreshments and Interpreters (Title I)
- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)

7. Preschool Transition

8. Assessment Decisions

- a. NWEA Assessment System (Title I)
- b. Professional Learning Communities Substitutes and Stipends (Title I)

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- c. Data Analysis Training (Title II)
- 9. Timely & Additional Assistance
 - a. Core Content Intervention Specialists (Title I)
 - b. K-8 Tier I/Tier II Intervention Teachers (Title I)
 - c. 6-8 Tier III Intervention Teachers (Title I)
 - d. ESL Teachers (Section 31a)
 - e. HS English Language Development Teacher, Training and Materials (Section 21h)
 - f. HS Reading Intervention Teacher (Section 21h)
 - g. ELE Reading/Math Intervention Specialists, Training and Materials (Section 21h)
 - h. ELE STEM Program Contractor and Supplies (Section 21h)
 - i. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
 - j. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - k. Alternative Education Teachers and Counselor (Section 31a)
 - l. K-3 Reading/Math Teachers (Section 31a)
 - m. Art/Music Intervention (Section 31a)
 - n. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - o. Career and Technical Education Teacher Assistants (Title I)
 - p. College and Career Readiness Tutor (Title I)
 - q. College and Career Readiness Specialist (Title I)
 - r. Career Focused Staff (Title I, Section 61a6, CFE)
 - s. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - t. Special Education Psychologists (IDEA)
 - u. Special Education Speech and Language Pathologists (IDEA)
 - v. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - w. Behavior/Social Emotional Materials/Supplies (Title IV)
 - x. At-Risk Social Workers (Title I)
 - y. Special Education Social Workers (IDEA)
 - z. MTSS Coordinator (Title I)
 - aa. Police Authority Officers (Section 31a)
 - bb. Homeless Student Transportation (Section 31a)
 - cc. Homeless Student Supplies (Title I and Section 31a)
- 10. Coordination & Integration of Federal, State and Local Resources
 - a. Grants Compliance & Billing Coordinator (Title I, Title II)
 - b. Grants Compliance & Billing Specialist (Title I, Title II)

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

1. Students receive a daily free breakfast and lunch thru the Community Eligibility Provision Program (CEP);
2. Students receive a daily snack between lunch and school dismissal thru the Fresh Fruit and Vegetable Program (FFVP);
3. Students receive a meal thru the Child and Adult Care Food Program (CACFP) if they participate in our alternative education program,

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athletics programs, and afterschool enrichment program funded via the 21st Century Community Learning Centers Grant;

4. Police Authority Officers, Behavior Intervention Specialists and At-Risk Social Workers work with students to prevent and minimize truancy, assist with social and emotional behaviors that limit the student's academic achievement results;

5. A Preschool Program (GSRP) is provided to 272 students;

6. Vocation and Technical Education, dual Enrollment and Job training opportunities are provided to HS students.

Evaluation:

1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.

Pontiac High School evaluates the implementation of the school-wide program quarterly by conducting SST (School Support) meetings and reporting the status to the Superintendent, School Board, and MDE.

2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.

School Programs/Process data are collected and reviewed through surveys, PLCs, core departments' Initiatives Rating Scale, and the quarterly SST meetings, all of which is used to identify systems and practices staff believe are fully implemented and areas where improvements are needed in order to increase student achievement. These data are used to predict trends and plan interventions based upon identified needs to improve systems and processes in the building. All departments, including the teachers, coaches, counselors, and administrators, collect these process data. There are also student and parent representatives who participate in the surveys and report findings to their stakeholder groups. For the 2016-2017 and 2017-2018 school years all stakeholders examined the data including: administration, staff, the leadership team, the building turnaround team, counselors, social workers, students, and parents. After the Instructional Leadership Team reviewed the data the following conclusions were reached: The staff felt generally that the leadership and guidance of the building administration was above average. Resources and Support System was still a challenge for Pontiac High School, especially budget constraints, mandated changes, and staff turnover.

3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.

Student Achievement data is collected from several sources throughout the year. Pontiac High School used state assessments (SAT/ACT WorkKeys/M-STEP/PSAT) as well as nationally normed, criterion-referenced assessments (NWEA), benchmark (district and building ILCs), and school-level assessments in compiling data. The comparison of these data sources are studied annually, quarterly, at the semester change, and through the ILC process to determine the effect on achievement of students and especially students furthest from achieving the standards.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The processes followed by PHS to revise the implementation of the School Improvement Plan and Turnaround plan are based on the evaluation of perception, demographic, academic, and process data. The Pontiac High School Instructional Leadership Team as well as the Building Turnaround Team analyze the results of all program data, perception data, student needs assessment, and state and building SY 2018-2019

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assessments data to identify what components of the School Improvement Plan are being met and what goals and strategies are needed to be revised. The School District of the City of Pontiac was granted a Consent Agreement with the State of Michigan which outlined specific requirements for Pontiac High School. In 2016-17 school year, the district has also formed a new Partnership agreement with the State of Michigan, which outlines specific requirements for Pontiac High School for the next three years. In 2017-18 school year, PHS has continued to work under the terms of the Consent and the Partnership agreement, both of which have allowed PHS to more clearly define its goals for increasing student achievement and attendance and general school improvement and turnaround.

2018-2019 PHS School Improvement Plan

Overview

Plan Name

2018-2019 PHS School Improvement Plan

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	2018-2019: Literacy: All students at Pontiac High School will be proficient in writing.	Objectives: 1 Strategies: 6 Activities: 26	Academic	\$1203000
2	2018-2019: Literacy: All students at Pontiac High School will be proficient in reading.	Objectives: 1 Strategies: 6 Activities: 31	Academic	\$1203250
3	2018-2019 Ed Reform: PHS will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.	Objectives: 4 Strategies: 14 Activities: 67	Organizational	\$68800
4	2018-2019 Science: All students will demonstrate proficiency in Science.	Objectives: 1 Strategies: 5 Activities: 34	Academic	\$1200000
5	2018-2019 Social Studies: All students will demonstrate proficiency in Social Studies.	Objectives: 1 Strategies: 5 Activities: 26	Academic	\$1200000
6	2018-2019 Climate and Culture: Pontiac High School will have a learning environment that supports all students academically and socially.	Objectives: 1 Strategies: 3 Activities: 24	Organizational	\$3600
7	2018-2019: Numeracy: All students will demonstrate proficiency in Mathematics.	Objectives: 1 Strategies: 4 Activities: 31	Academic	\$1210020
8	BUDGET - All students at Pontiac High School will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure	Objectives: 1 Strategies: 4 Activities: 9	Organizational	\$3087304

Goal 1: 2018-2019: Literacy: All students at Pontiac High School will be proficient in writing.

Measurable Objective 1:

51% of All Students will demonstrate a proficiency in writing skills in English Language Arts by 06/28/2019 as measured by state and local assessments. Students not meeting proficiency including the special education population and other at-risk learners will receive additional support..

Strategy 1:

Summarization - All teachers will provide explicit instruction on summarization to help students organize their thinking and subsequent writing to demonstrate learning.

Category: English/Language Arts

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004-2008-Marzano Research Laboratory***

In the research by Robert Marzano (2000), the strategy of summarizing to fill in and translate information into a brief, synthesized form has been shown to have an effect size of 1.0 or 34 percentile points on student learning which puts it in the top nine most effective teaching strategies.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.www.all4ed.org/?les/WritingNext.pdf

The meta-analysis of the Carnegie Study, Writing Next places the strategy of Summarization (with explicit and systematic instruction) second in importance in its Eleven Elements of Effective Adolescent Writing Instruction.

Tier: Tier 1

Activity - Professional Development for Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve teacher understanding around explicit instruction for summarizing as evidence of learning. Teachers will develop/select appropriate common rubric to use in summarization activities. 2018-19: Additional PD is needed (through OS) with this strategy to accommodate new staff and/or long-term subs. Point of concern: As evidenced by the ILC assessment results, students still are (by and large) unable to summarize accurately, which leads to the assumption that we need additional professional development and regular monitoring of our instructional practices.	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$3000	Title II Part A	Principal, Department Chairs, members of the ILT and the BTN

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Activity - Implementation of Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will incorporate the direct and explicit instruction of the summarizing strategy in all content areas. All teachers will embed the summarizing strategy in lesson plans, collecting and assessing student summaries and using the teacher developed rubric. Teachers will provide opportunities for students to write summaries in all content areas on a weekly basis as is appropriate while planning lessons. These activities could be used as part of a formative assessment to demonstrate understanding of a lesson (exit ticket). Teachers will collaborate in content area grade level teams to develop appropriate lessons with enrichment and differentiated components.</p> <p>2018-19: Same as above, but as designed in/applicable to the MAISA Units of Study</p>	Implementation, Direct Instruction	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	No Funding Required	Classroom teachers, including co-teachers, self-contained Special Education classroom teachers, Tutors for ELL. 2018-19: Principal, Department Chairs, ILT and BTN members, and all Instructional Staff

Activity - Monitoring of Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>The Principal, Department Chairs, IRRE, Instructional and Content Area Coaches will monitor lesson plans and students' sample work for summarization strategy inclusion.</p>	Implementation, Monitor	Tier 1	Implement	08/26/2013	06/28/2019	\$0	No Funding Required	Principal and Department Chairs 2018-19: Principal, Department Chairs and ILT and BTN members

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Activity - Evaluation of Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT and the BTN will analyze students' work samples (collected from the ILC) to gather data on teacher participation and strategy effectiveness.	Evaluation	Tier 1	Monitor	09/16/2013	06/28/2019	\$0	No Funding Required	Principal, Department Chairs, and members of the ILT and BTN

Activity - Coaching Support for Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional and Content Area Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	MI-Excel	Principal, Department Chairs, Content area coaches 2018-19: Principal, Department Chairs, Instructional and Content Area coaches, and ILT and BTN members

Strategy 2:

Research-Based Instructional Strategies for Improving Writing Skills: Writing Process within Informational Writing Models. - All content area teachers will provide explicit, direct instruction in the steps of the writing process and provide ongoing opportunities for students to engage in the process of creating finished writing products with a focus on the modes of informational writing (informational/explanatory, argumentative/persuasive, and constructed response). In addition, ELA teachers in grades 9, 10, 11, and 12 will continue implementing the Common Core Informational Writing Unit.

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Category: English/Language Arts

Research Cited: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf ****Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. © 2010 by Carnegie Corporation.

Abstract: In the Carnegie Study, Writing Next, lists Process Writing ninth in its Eleven Elements of Effective Adolescent Writing Instruction. Process Writing is a number of writing instructional activities that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

Tier: Tier 1

Activity - Implementation of the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will incorporate the writing process strategy in all content areas. All teachers will integrate the writing process in lesson plans on a monthly basis with a focus on writing informational pieces (informative/explanatory, persuasive/argumentative) that will assist in the goal of college and career readiness for all students and begin to evaluate student writing pieces using Writing Rubrics. The writing process instruction will align with NWEA learning targets and the SAT prep. Teachers will meet in PLC collaboration to develop content and grade level Writing Process activities that will address needs of differentiation and enrichment. Instructional and content area coaches will provide support to classroom teachers in this endeavor.</p> <p>ELA teachers in grades 9, 10, 11, and 12 will continue implementing the Common Core Unit on Informational Writing.</p> <p>ELA teachers in grades 9, 10, 11, and 12 will continue incorporating instructional opportunities within this activity to examine and improve grammar in the context of student writing.</p> <p>2018-19: All content area teachers will use the MAISA unit on Informational Writing. Instructional and content area coaches will adapt the lessons in the unit for use by all teachers. This activity supports the SIP Writing Goal.</p>	Implementation, Direct Instruction	Tier 1	Monitor	03/01/2014	06/28/2019	\$0	No Funding Required	All classroom teachers including special education inclusion teachers, self-contained special education teachers, and ELL tutors. 2018-19: Principal, Department Chairs, ILT and BTN members, and all Instructional Staff.

Activity - Monitoring of the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal and department chairs will monitor lesson plans for the strategy inclusion of the writing process and modes of informational writing. The ILT and the BTN will survey instructional staff on level of understanding the strategy and indications of additional training needs. Activities will be reviewed and additional activities may be added for enrichment and differentiation according to the ILC process.	Monitor	Tier 1	Monitor	09/15/2014	06/28/2019	\$0	No Funding Required	Principal, Department Chairs, ILT and BTN members
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Activity - Evaluation of the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT and the BTN will analyze students' work samples to gather data on teacher participation and strategy effectiveness. The ILT and the BTN will look at data from students' work samples to determine student and teacher needs and identify differentiated activities to support student learning.	Evaluation	Tier 1	Implement	09/15/2014	06/28/2019	\$0	No Funding Required	Principal, Department Chairs, members of the ILT and the BTN

Activity - Coaching Support for the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional and content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. Teachers will use collaboration time in working with content coaches to examine students' work samples collected from the ILC cycles. Differentiated activities will be developed as enrichment and intervention.	Professional Learning	Tier 1	Monitor	09/23/2013	06/28/2019	\$0	MI-Excel	Principal, Department Chairs, Content area coaches 2018-19: Principal, Department Chairs, Instructional and content area coaches, ILT and BTN members

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Activity - Professional Development for the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructional staff will receive training around the steps of the writing process and the appropriate implementation of writing within specific content areas. ELA teachers will work with Instructional and Content Coaches to plan and develop PD for other content areas in the writing process strategy to support implementation of the plan.</p> <p>2018-19: ELA department will continue collaborating with Social Studies department (with the assistance of both departments' Content and Instructional Coaches) to organize and facilitate the PD for both departments.</p>	Professional Learning	Tier 1	Implement	08/25/2014	06/28/2019	\$0	Title II Part A	Principal, Department Chairs, ILT and BTN members, Content and Instructional Coaches 2018-19: Principal, Department Chairs, Content and Instructional Coaches, and ILT and BTN members

Activity - Professional Development for Informational Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructional staff will receive training around the appropriate implementation of writing in the modes of informational/explanatory and argumentative/persuasive writing as well as constructed response.</p>	Professional Learning	Tier 1	Implement	01/15/2015	06/28/2019	\$0	Title II Part A	Principal, ELA Department Chair, Content and Instructional Coaches, and ILT and BTN members

Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional Coach will work with teachers on cross-curriculum literacy and vocabulary strategies to increase student achievement. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Monitor	08/04/2014	06/28/2019	\$0	Title I Schoolwide	Instructional coach, all instructional staff
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Strategy 3:

ESL/ELL Teacher - The ESL Teacher will provide academic and instructional support in all core content areas to secondary English Language Learners. Additionally, the ESL Teacher will facilitate the instruction provided by the bilingual tutors, assess the need, and assign the appropriate supports for the English Language Learners. Additionally, all certified English teachers will provide direct instruction in writing strategies/writing process to ELL/ESL students at levels 2 and 3. Also, ESL/ELL teachers, ESL/ELL tutors and core teachers trained in SIOP will implement the reading, writing strategies for levels 2 and 3.

Category: Other - ESL/ELL

Research Cited: Short, D.J., & Boyson, B.A. (2012) Helping newcomer students succeed in secondary schools and beyond. Washington, D.C.: Center for Applied Linguistics.

Tier: Tier 2

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bilingual Tutors will provide academic support in all core content areas to secondary English Language Learners. 2018-19: Tutors will be provided with information from all applicable PD (e.g., writing process, SIOP).	Implementation, Academic Support Program	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	Section 31a	Bilingual Tutors, ESL/ELL teacher, and core teachers.

Activity - Instruction: Writing Strategies/Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Certified English teachers will provide targeted instruction in writing strategies/writing process to the ELL/ESL students at levels 2 and 3.	Direct Instruction	Tier 2	Implement	09/05/2017	06/28/2019	\$0	Other	Certified English teachers, ESL/ELL teachers and tutors.
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Strategy 4:

Blended Learning - All teachers will incorporate the BL strategies in all content areas. All teachers will integrate the BL strategies in their lesson plans on a weekly basis.

Category: English/Language Arts

Research Cited: Picciano, Anthony G., Charles D. Dziuban, and Charles R. Graham. Blended learning: Research perspectives. Vol. 2. Routledge, 2013.

Singh, Harvey. "Building effective blended learning programs." EDUCATIONAL TECHNOLOGY-SADDLE BROOK THEN ENGLEWOOD CLIFFS NJ- 43.6 (2003): 51-54.

Tier: Tier 1

Activity - Professional Development for Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve new and/or long-term substitute teachers' understanding of the Blended Learning model.	Professional Learning	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	PHS Teachers, administrators, instructional and content area coaches, OS.

Activity - Implementation of Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All core content area staff will incorporate BL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/09/2014	06/28/2019	\$0	General Fund	All core area teachers, administrators, content coaches, and instructional coaches.
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Activity - Monitoring of Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the BL model.	Monitor	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	Core area teachers, administrators, department chairs, instructional and content area coaches.

Activity - Evaluation of Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the BL model.	Evaluation	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	PHS administrators, instructional and content area coaches.

Strategy 5:

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Project-Based Learning - All teachers will incorporate the PBL strategies in all content areas. All teachers will integrate the PBL strategies in their lesson plans on a weekly basis.

Category: English/Language Arts

Research Cited: Thomas, J. W. (2000). A review of research on project-based learning. San Rafael, CA: Autodesk Foundation.

Markham, T. (2011). Project based learning A bridge just far enough. Teacher Librarian, 39(2), 38-42. Retrieved from <http://search.proquest.com/docview/915254354?accountid=37523>

Tier: Tier 1

Activity - Professional Development for Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the Project-Based Learning model.	Professional Learning	Tier 1	Implement	03/02/2015	06/28/2019	\$0	General Fund	PHS Teachers, administrators, instructional and content area coaches, OS.

Activity - Implementation of Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content area staff will incorporate PBL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	03/02/2015	06/28/2019	\$0	General Fund	All core area teachers, administrators, content coaches, and instructional coaches.

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Activity - Monitoring of Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the PBL model.	Monitor	Tier 1	Implement	03/02/2015	06/28/2019	\$0	General Fund	All core area teachers, administrators, department chairs, content coaches, and instructional coaches.

Activity - Evaluation of Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the PBL model.	Evaluation	Tier 1	Implement	03/02/2015	06/28/2019	\$0	General Fund	PHS administrators, content coaches, and instructional coaches.

Strategy 6:

IRRE: Engagement, Alignment, Rigor - All teachers will incorporate the IRRE (Institute for Research and Development) EAR (Engagement, Alignment, Rigor) strategies in all content areas. All teachers will integrate the 12 EAR strategies in their lesson plans on a weekly basis.

Category: English/Language Arts

Research Cited: Adena M. Klem, and James P. Connell. Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. Institute for Research and Reform in Education, 2003;

Connell, J.P. Education Quality: What It Is and How To Measure It. Institute of Research and Reform in Education, 2015;

Connell, J.P. Preparing College and Career Ready Students: Elements of Successful Programs. Institute for Research and Reform in Education, 2010;

Connell, J.P., Eccles, J., Kemple, J., & Legters, N. Making the Move: How Freshman Academies and Thematic Small Learning Communities Can Support Successful Transitions. Office of Vocational and Adult Education, U.S. Department of Education, 2015;

Connell, J.P., & Klem, A.M. You Can Get There from Here: Using a Theory of Change Approach to Plan Urban Education Reform. Journal of Educational and

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Psychological Consulting, 2000;

Connell, J.P., Klem, A.M., Lacher, T., Leiderman, S., & Moore, W., with Deci, E. First Things First: Theory, Research, and Practice. Institute for Research and Reform in Education, 2009;

Deci, E.L., Early, D.M., Aber, J.L, Ryan, R.M., Berg, J.K., Alicea, S. & Si, Y. Impact of Every Classroom, Every Day on High School Student Achievement: Report From a School Randomized Trial. Institute of Education Sciences, U.S. Department of Education, 2013;

Levin, H., Belfield, C., Muennig, P. & Rouse, C. The Costs and Benefits of an Excellent Education for All of America's Children. Teachers College, Columbia University, 2006.

Tier: Tier 1

Activity - Professional Development for IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Implementation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
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Activity - Monitoring of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Evaluation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Goal 2: 2018-2019: Literacy: All students at Pontiac High School will be proficient in reading.

Measurable Objective 1:

54% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/28/2019 as measured by state and local assessments. Students not meeting proficiency including special education population and other at-risk learners will receive additional support..

Strategy 1:

Close and Critical Reading - Teachers will implement close and critical reading strategies: annotating the text and analyzing text structure to help students improve reading comprehension through the use of a viable data-driven curriculum that is in alignment with Common Core, MAISA Units, Atlas Rubicon, and NWEA learning targets.

Category: English/Language Arts

Research Cited: Fisher, Douglas, William G. Brozo, Nancy Frey,, Gay Ivey. 50 Instructional Routines to Develop Content Literacy. 2 Ed. Pearson. 2010. 168 pp.

Fifty research/evidence-based instructional routines useable across content areas: when and why a particular approach should be used, practical examples, specified literary focuses for each strategy (before, during, after reading), recommended actions that will foster comprehension (think alouds, Question-Answer Relationships, word walls, specific examples for each content area.***Pearson, P. David, LR. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say about Reading Instruction, 2nd Edition. Newark, DE: International Reading Association. Pp. 1-26. Appendix-Additional Research.

Examines the development of expertise in reading comprehension processes and work on effective approaches to instruction—to build an instructional model for teaching reading comprehension strategies. It views "teacher as text" as discussion is encouraged as a means to promote student understanding of complex concepts along with opportunities for motivation. This process requires flexibility, adaptability and problem-solving skills to use as understandings that students bring to and take from the instructional experience are encouraged and applied to new information as it evolves into new knowledge. ***

Fisher, Douglas, Nancy Frey. Improving Adolescent Literacy: Content Area Strategies at Work, 3rd Ed. Pearson. 2011. 216 pp.

Helps students work toward mastery of literacy and comprehension of content area texts by providing specific strategies that focus on English language learners and struggling readers, technologies to enhance teaching, research base of current sources of support and readings for each strategy, show how various formal and informal assessments can gauge progress.***Biancarosa, G. & Snow, C.E. (2004). "The Fifteen Key Elements of Effective Adolescent Literacy Programs", Reading Next: a vision for action and research in middle and high school literacy. Pp12-22. A report to the Carnegie Corporation of New York, Washington DC: Alliance for Excellent Education.

This document reflect the findings of a panel of five nationally known and respected educational researchers who met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education.

Tier: Tier 1

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Activity - Professional Development for Text Annotation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>There will be ongoing training in what annotating text means, methods of using the strategy, and how to use explicit instruction to implement the close and critical reading protocol for annotating text (marking, highlighting, etc). All training will be aligned to the CCSS to increase student comprehension of complex text.</p> <p>2018-19 (as designed in/applicable to the MAISA Units of Study): Department members suggested that ELA teachers could collaborate with the other content areas to support building- wide implementation of annotating text using the MAISA Units of Study.</p>	Implementation, Professional Learning	Tier 1	Implement	09/15/2015	06/28/2019	\$0	Title II Part A	Principals, department chairs 2018-19: : Principals, Department Chairs and ILT and BTN Members

Activity - Implementation of Text Annotation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will provide explicit instructions for students and incorporate the strategy in all content areas on a weekly basis. All teachers will embed the strategy use in appropriate lesson plans and collect student work weekly to formatively assess student progress and differentiate instruction.</p> <p>2018-19: Same as above but as designed in/applicable to the MAISA Units of Study.</p>	Implementation, Direct Instruction	Tier 1	Monitor	09/15/2015	06/28/2019	\$0	No Funding Required	Principals, department chairs 2018-19: Principals, Department Chairs, ILT and BTN members, all Instructional Staff

Activity - Monitoring of Text Annotation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal and department chairs will monitor lesson plans for strategy inclusion.	Monitor	Tier 1	Implement	09/15/2015	06/28/2019	\$0	No Funding Required	The principals, department chairs and ILT and BTN members
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Activity - Evaluation of Text Annotation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT and the BTN will analyze students' work samples to gather data on teacher participation and strategy effectiveness. The data will provide information on the understanding and use of the strategy. The ILT and the BTN will determine if additional inservice is needed for instructional staff concerning the use of explicit instruction to enhance student understanding of the strategy use.	Evaluation	Tier 1	Implement	09/15/2015	06/28/2019	\$0	No Funding Required	Principals, department chairs, ILT and BTN members

Activity - Coaching Support for Text Annotation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis surrounding the use of this strategy. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	09/15/2015	06/28/2019	\$0	MI-Excel	Principal, department chairs 2018-19: Principal, Department Chairs, Content and Instructional Coaches and ILT and BTN members

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Activity - Professional Development for Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers will learn and implement the Close and Critical Reading Protocol/ Text Structure in all content areas. Coaches will provide support with the inclusion of the strategy in common planning, instructional delivery, assessment development/data collection and analysis. There will be ongoing training to further teacher understanding of the explicit instruction for the Text Structure strategy. Usable material will be provided for teachers.</p> <p>2018-19 (as designed in/applicable to the MAISA Units of Study): ELA department members would like to collaborate with the other content areas to create building-wide instructional plans as how to teach identifying, analyzing and constructing various text structures. Department agrees that students would benefit from such instruction early in the school year to increase comprehension.</p>	Professional Learning	Tier 1	Implement	01/20/2014	06/28/2019	\$0	Title II Part A	Principals, Department Chairs, ILT and BTN Members, Content and Instructional Coaches

Activity - Implementation of Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will incorporate the text structure strategy in all content areas on a weekly basis. All teachers will embed the use of Text Structure strategy when appropriate in lesson plans and collect student work weekly.</p> <p>2018-19: Same as above but as designed in/applicable to the MAISA Units of Study</p>	Implementation, Direct Instruction	Tier 1	Monitor	01/27/2014	06/28/2019	\$0	No Funding Required	Principals, Department Chairs, ILT members, teachers 2018-19: Principals, Department Chairs, ILT and BTN members, and all Instructional Staff

Activity - Monitoring of Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principals and department chairs will monitor lesson plans for strategy inclusion (before and during reading activity).	Monitor	Tier 1	Implement	01/27/2014	06/28/2019	\$0	No Funding Required	Principals, Department Chairs, ILT and BTN members
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Activity - Evaluation of Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ILT and the BTN will analyze students' work samples to gather data on teacher participation and strategy effectiveness. This data will be used to determine the next course of action.	Evaluation	Tier 1	Implement	01/27/2014	06/28/2019	\$0	No Funding Required	Principals, Department Chairs, ILT and BTN members

Activity - Coaching Support for Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Work will also be done with content area teachers with text structure activities and materials. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	01/27/2014	06/28/2019	\$0	MI-Excel	Principals, Department Chairs, Content Coaches, Teachers 2018-19: Principals, Department Chairs, Instructional and Content Coaches and ILT and BTN members

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Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional coach will work with teachers on cross-curriculum literacy strategies to increase student achievement. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	Instructional coach

Strategy 2:

Vocabulary Development - Provide explicit Instruction and repeated exposure to new words in multiple contexts and allow sufficient opportunities to use new vocabulary in a variety of context through activities such as discussion, writing, extended reading, and project development. Vocabulary development is critical to enhancing reading comprehension, and vocabulary instruction is aligned with Common Core standards, MAISA Units, Atlas Rubicon, the SAT prep, and NWEA learning targets.

Category: English/Language Arts

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction. ASCD, 272 pp. Based on 30 years of research and successful school implementations, Marzano and Pickering provides a manual of 8000 potential words and a systematic, practical way to assist students master essential academic vocabulary and concepts of a given subject area that enhance student comprehension and achievement. All terms are extracted from national standards documents, across 11 content areas, organized by grade spans. The source provides a six-step process for direct instruction to maximize learning of subject area vocabulary by:

***Marzano, Robert J (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: ASCD. Marzano, Robert, Debra Pickering. Building Academic Vocabulary: Teachers Manual (Implementation), 164pp.

This text, a meta-analysis drawing from 35 years of research, examines the insufficient background knowledge as a chronic cause of low achievement for students from disadvantaged backgrounds. In response to this challenge two areas of instruction are advanced as potential for improvement: increased silent reading and instruction in subject-specific vocabulary. This theory is advanced as a method of improvement for all students when instruction includes definitional and contextual information as students are involved in deeper processing.

***Daniels, Harvey, Steven Zemelman. Subjects Matter: Content Area Reading. Portsmouth, NH: Heinemann, 2004.

This text elaborates on the usefulness of content-area reading for math, science, and history teachers. It includes activities and material that energize content and engage students across subject areas. The authors deal with the analysis of textbooks and how to use them, how to balance literacy in the classroom, help for struggling readers (materials), scientific proof that certain activities improve reading, reading strategies that can be used across the curriculum, and using a wide range of reading with an established purpose. Additional recommendations are given for reading research.

Tier: Tier 1

School Improvement Plan

Pontiac High School

Activity - Professional Development for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All instructional staff will receive initial training in the explicit instruction and implementation of Vocabulary Development activities. There will be ongoing training to further teacher understanding of the research-based instructional delivery and student expectation for vocabulary strategy which will include differentiation by content, process, and product and small group settings for instruction.</p> <p>Building Academic Vocabulary: Teachers Manual. \$30.00 x 100= 3000 The accompanying videos will be used during PD.</p>	Professional Learning	Tier 1	Implement	03/01/2014	06/28/2019	\$3250	Title II Part A	Principals, Department Chairs

Activity - Implementation of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teaching staff will explicitly teach a designated number of grade level academic vocabulary words as determined by the members of ILT and BTN. Students will be provided with repeated exposure to new words in multiple context through activities such as discussion, intentional inclusion in writing of meaningful sentences to support the writing process, extended reading, and project development. In addition, content vocabulary will be focused on as it occurs in the context of the specific subject matter using available technology. All content teachers will preview each new unit, select 3-5 content vocabulary words that reflect important concepts, and discuss these concepts with students drawing attention to context clues provided in the text. Students will maintain an ongoing list of new vocabulary terms deemed important by the content area teacher.</p> <p>2018-19: Same as above but as designed in/applicable to the MAISA Units of Study.</p>	Implementation, Direct Instruction	Tier 1	Monitor	03/01/2014	06/28/2019	\$0	No Funding Required	Principals, Department Chairs, classroom teachers which include Co-Teachers, Self-contained Special Education Teachers, Tutors: ELL 2018-19: Principals, Department Chairs, ILT and BTN members, and all Instructional Staff

School Improvement Plan

Pontiac High School

Activity - Monitoring of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will include Vocabulary Development activities within their weekly lesson plan submissions that will be reviewed by department chairs and building administrators. Vocabulary activities will be done weekly and selectively produced (upon request) as student artifacts.	Monitor	Tier 1	Implement	03/01/2014	06/28/2019	\$0	No Funding Required	Principals, Department Chairs, ILT and BTN members

Activity - Evaluation of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT and BTN members will review an identified sampling of student artifacts to gather data on regular vocabulary (academic/content) instruction. In addition, the collected data will be used to determine the effectiveness of the strategy use and whether additional PD is needed to enhance instruction.	Evaluation	Tier 1	Implement	03/01/2014	06/28/2019	\$0	No Funding Required	Principals, Department Chairs, ILT and BTN members

Activity - Coaching Support for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Content area and instructional coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans and assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	03/01/2014	06/28/2019	\$0	MI-Excel	Principals, Department Chairs, Content Coaches 2018-19: Principals, Department Chairs, Content and Instructional Coaches and ILT and BTN members
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Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content and instructional coaches and the SET (Student Engagement Team) will work with PHS teachers and students to help them utilize Moodle, Google classroom, and other resources for online learning. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	All instructional staff, instructional and content coaches, the SET team.

Strategy 3:

ESL/ELL Teacher - The ESL Teacher will provide academic and instructional support in all core content areas to secondary English Language Learners. Additionally, the ESL Teacher will facilitate the instruction provided by the bilingual tutors, assess the need, and assign the appropriate supports for the English Language Learners. Additionally, the ESL/ELL teacher will provide direct instruction in language development and academic reading strategies to all ELL/ESL students (levels 1, 2, and 3).

Category: English/Language Arts

Research Cited: Short, D.J., & Boyson, B.A. (2012) Helping newcomer students succeed in secondary schools and beyond. Washington, D.C.: Center for Applied Linguistics.

Tier: Tier 2

School Improvement Plan

Pontiac High School

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Bilingual tutors provide academic support in all core content areas to secondary English Language Learners.	Academic Support Program	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	Section 31a	Bilingual Tutors, ELL/ESL teacher

Activity - Instruction: Language Development and Academic Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELL/ESL teacher will provide targeted instruction in language development and academic reading strategies to ELL/ESL students at all three levels (levels 1, 2, and 3).	Direct Instruction	Tier 2	Implement	09/05/2017	06/28/2019	\$0	Other	ELL/ESL teacher

Strategy 4:

Blended Learning - All teachers will incorporate the BL strategies in all content areas. All teachers will integrate the BL strategies in their lesson plans on a weekly basis.

Category: English/Language Arts

Research Cited: Picciano, Anthony G., Charles D. Dziuban, and Charles R. Graham. Blended learning: Research perspectives. Vol. 2. Routledge, 2013.

Singh, Harvey. "Building effective blended learning programs." EDUCATIONAL TECHNOLOGY-SADDLE BROOK THEN ENGLEWOOD CLIFFS NJ- 43.6 (2003): 51-54.

Tier: Tier 1

Activity - Professional Development for Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Ongoing training will be provided to improve teachers' understanding of the Blended Learning model.	Professional Learning	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	PHS Teachers, administrators, instructional and content area coaches, OS.
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Activity - Implementation of Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content area staff will incorporate BL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/09/2014	06/28/2019	\$0	General Fund	All core area teachers, administrators, content coaches, and instructional coaches.

Activity - Monitoring of Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the BL model.	Monitor	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	PHS administrators, department chairs, content coaches, and instructional coaches.

School Improvement Plan

Pontiac High School

Activity - Evaluation of Blended Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the BL model.	Evaluation	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	PHS administrators, content coaches, and instructional coaches.

Strategy 5:

Project-Based Learning - All teachers will incorporate the PBL strategies in all content areas. All teachers will integrate the PBL strategies in their lesson plans on a weekly basis.

Category: English/Language Arts

Research Cited: Thomas, J. W. (2000). A review of research on project-based learning. San Rafael, CA: Autodesk Foundation.

Markham, T. (2011). Project based learning A bridge just far enough. Teacher Librarian, 39(2), 38-42. Retrieved from <http://search.proquest.com/docview/915254354?accountid=37523>

Tier: Tier 1

Activity - Professional Development for Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve teachers' understanding of the Project-Based Learning model.	Professional Learning	Tier 1	Implement	03/02/2015	06/28/2019	\$0	General Fund	PHS Teachers, administrators, instructional and content area coaches, OS.

School Improvement Plan

Pontiac High School

Activity - Implementation of Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All core content area staff will incorporate PBL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	03/02/2015	06/28/2019	\$0	General Fund	All core area teachers, administrators, content coaches, and instructional coaches.

Activity - Monitoring of Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the PBL model.	Monitor	Tier 1	Implement	03/02/2015	06/28/2019	\$0	General Fund	PHS administrators, department chairs, content coaches, and instructional coaches.

Activity - Evaluation of Project-Based Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the PBL model.	Evaluation	Tier 1	Implement	03/02/2015	06/28/2019	\$0	General Fund	PHS administrators, content coaches, and instructional coaches.

Strategy 6:

IRRE: Engagement, Alignment, Rigor - All teachers will incorporate the IRRE (Institute for Research and Development) EAR (Engagement, Alignment, Rigor) strategies in all content areas. All teachers will integrate the 12 EAR strategies in their lesson plans on a weekly basis.

Category: English/Language Arts

Research Cited: Adena M. Klem, and James P. Connell. Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. Institute for Research and Reform in Education, 2003;

Connell, J.P. Education Quality: What It Is and How To Measure It. Institute of Research and Reform in Education, 2015;

Connell, J.P. Preparing College and Career Ready Students: Elements of Successful Programs. Institute for Research and Reform in Education, 2010;

Connell, J.P., Eccles, J., Kemple, J., & Legters, N. Making the Move: How Freshman Academies and Thematic Small Learning Communities Can Support Successful Transitions. Office of Vocational and Adult Education, U.S. Department of Education, 2015;

Connell, J.P., & Klem, A.M. You Can Get There from Here: Using a Theory of Change Approach to Plan Urban Education Reform. Journal of Educational and Psychological Consulting, 2000;

Connell, J.P., Klem, A.M., Lacher, T., Leiderman, S., & Moore, W., with Deci, E. First Things First: Theory, Research, and Practice. Institute for Research and Reform in Education, 2009;

Deci, E.L., Early, D.M., Aber, J.L, Ryan, R.M., Berg, J.K., Alicea, S. & Si, Y. Impact of Every Classroom, Every Day on High School Student Achievement: Report From a School Randomized Trial. Institute of Education Sciences, U.S. Department of Education, 2013;

Levin, H., Belfield, C., Muennig, P. & Rouse, C. The Costs and Benefits of an Excellent Education for All of America's Children. Teachers College, Columbia University, 2006.

Tier: Tier 1

Activity - Professional Development for IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
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Activity - Implementation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Monitoring of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

School Improvement Plan

Pontiac High School

Activity - Evaluation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Goal 3: 2018-2019 Ed Reform: PHS will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Measurable Objective 1:

demonstrate a proficiency to develop and increase school leadership and teacher effectiveness by 06/28/2019 as measured by district's educator evaluation system.

Strategy 1:

Collaborative Process for Evaluating Teachers and Administrators - School and district leaders will use a collaborative process for evaluating teachers and administrators that incorporates student growth as a significant factor and identifies strategies to support ongoing practice. PHS will use rigorous, transparent, and equitable evaluation systems for teachers and principals. A collaborative process (between district, state, and school) will be used to create a teacher evaluation plan in the context of a evaluation environment that is supportive of ongoing professional learning.

Category: Other - Ed Reform

Research Cited: State reform requirements.

Tier:

School Improvement Plan

Pontiac High School

Activity - Getting Ready: Electronic Evaluation System Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will participate in training to understand and implement the use of the electronic evaluation system, purchased by the district, to gather and compile data used for educator evaluations.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	General Fund	District staff

Activity - Getting Ready: Teacher Self-Reflection and Goal Setting	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leadership will incorporate opportunities for teacher self-reflection and goal setting into the evaluation system.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Other	School leadership and administration

Activity - Implementation: Screen Existing Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leadership and administration will participate in a collaborative process to screen existing teachers for effectiveness based on the district's identified professional competencies.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Other	Building administrators

Activity - Getting Ready: Staff Preparation for New Evaluation System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Building administrators will provide timely professional development to describe the new evaluation process, timelines, and expectations, including updates and changes as determined by MDE and PSD. District will provide teachers with copies of criteria for attaining tenure, Evaluation Rubrics and models, and other compliance mandates. Updates will be provided to new star on a timely basis.	Recruitment and Retention		Implement	02/03/2014	06/28/2019	\$0	Other	Building administrators
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Activity - Implementation: Evaluate Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will evaluate teachers for effectiveness.	Recruitment and Retention		Implement	02/17/2014	06/28/2019	\$0	Other	Building administrators

Activity - Implementation: Removal of Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will recommend removal of staff who have been given multiple opportunities to improve but have not effectively increased student outcomes and who have not met criteria based on the teacher evaluation system.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Other	Building Administration, District leadership

Activity - Implementation: Using Results of Annual Educator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and building staff will use the results of annual educator evaluations, along with other data on professional practice to design individual plans for professional growth.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Other	Building administrators, building staff

Strategy 2:

SY 2018-2019

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School Improvement Plan

Pontiac High School

Identify and Reward Leaders and Teachers - School and District Leaders will identify and reward leaders, teachers, and other staff members who have been found to be effective at raising student achievement.

Category: Other - Ed Reform

Research Cited: Turnaround requirement

Tier:

Activity - Getting Ready: Input on Creative Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators and school leaders will seek stakeholder input on creative ways to reward staff who have been effective at raising student achievement and at implementing the instructional program.	Teacher Collaboration		Implement	02/26/2014	06/28/2019	\$0	Other	Building administrators, building staff

Strategy 3:

Job-Embedded Professional Development - Teachers will collaborate with each other, external supports (coaches, consultants, providers), building and district leadership to engage in ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program.

Category: Other - Ed Reform

Research Cited: Turnaround Requirement

Tier:

Activity - Getting Ready: Job-Embedded Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

School leaders and instructional staff will receive job-embedded professional development on the elements of effective instruction and protocols/processes for improving instruction, including: a.) Culturally Responsive Teaching b.) Data Analysis in Instructional Learning Cycles c.) Instructional Core d.) Visible Learning (Hattie) e.) Instructional Rounds f.) Lesson studies g.) HOTS, DOK, KUD incorporated into lesson plans h.) PLC i.) Educator Evaluation Tool j.) Evaluation and training for implementation of SIP and DIP k.) Evaluation and training for Charlotte Danielson model	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	Title II Part A	District and Building administrators, External consultants, Coaches, ISD consultants, Suppliers
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Activity - Getting Ready: Establish Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders and teachers will establish and maintain PLC's within their school as the primary means by which staff will engage in job-embedded professional development.	Professional Learning		Implement	12/01/2013	06/28/2019	\$0	Title II Part A	District and building administration and staff, ISD support, content coaches, instructional coaches

Activity - Getting Ready: Design Professional Learning Topics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Pontiac High School

School will partner with external service providers to deliver PD on topics that support implementation of educational reform initiatives articulate in the SIP.	Professional Learning		Implement	12/20/2013	06/28/2019	\$0	Title II Part A	District staff, ISD support, content and instructional coaches, MEMPSA, McGraw-Hill, and other vendors as appropriate.
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Activity - Implementation: Training of Trainers Model	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building teachers will implement/engage in professional development through a Training of Trainers model for selected PD topics that support implementation of educational reform initiatives.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Other	District staff, building staff, ISD support, content and instructional coaches.

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	MI-Excel	Administration, Teachers, Building support staff, Content and instructional coaches

School Improvement Plan

Pontiac High School

Strategy 4:

Recruit and Retain Staff - School and District leaders will implement strategies designed to recruit and retain staff with skill necessary to meet the needs of students in a turnaround school.

Category: Other - Ed Reform

Research Cited: Turnaround Requirement

Tier:

Activity - Implementation: Recruitment of New Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In cooperation with district and school leaders will participate in and implement outreach activities to recruit HQ staff for open positions through job fairs hosted at the building, including information on school website. Recruitment will continue to fill vacant positions as they occur.	Recruitment and Retention		Implement	01/06/2014	06/28/2019	\$0	Other	District and building staff

Measurable Objective 2:

collaborate to implement comprehensive instructional reform strategies to strengthen and enrich the academic program for all students and provide supplemental and/or specialized instruction for at-risk student populations by 06/28/2019 as measured by local and standardized assessments.

Strategy 1:

Research Based Instruction- Curriculum Foundations - Use data to identify and implement an aligned and research-based instructional program

Category: Other - Ed Reform

Research Cited: Turnaround requirement

Tier:

Activity - Getting Ready: Participate in District-Wide Curriculum Committee	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Building representative will participate in the district-wide curriculum committee to support and oversee building level implementation of the district's instructional program.	Policy and Process		Implement	02/26/2014	06/28/2019	\$0	Other	building staff
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Activity - Getting Ready: Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will collect and review data on the delivered curriculum (instructional audits) to determine alignment to the expected curriculum (district's curriculum/state standards).	Curriculum Development		Implement	02/26/2014	06/28/2019	\$0	Other	School leaders, building staff

Activity - Getting Ready: Communicate Identified Grade Level Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building staff will communicate the identified "essential skills" for each grade level/course that will drive the assessed and delivered curriculum and will be monitored at least quarterly. New staff will be informed when they start their position.	Curriculum Development		Implement	02/26/2014	06/28/2019	\$0	Other	building staff

Activity - Getting Ready: Curriculum Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff (general ed, special ed, special populations) will participate in district professional development on the changes to the district's curriculum, understanding the content and process standards of the Common Core State Standards, as appropriate, designing & delivering effective lessons.	Professional Learning		Implement	02/26/2014	06/28/2019	\$0	Other	instructional staff

School Improvement Plan

Pontiac High School

Activity - Implementation: Curriculum Aligned to State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement a guaranteed & viable curriculum that is aligned to State Standards (Common Core) and supports students in becoming college and career ready.	Curriculum Development		Implement	02/26/2014	06/28/2019	\$0	Other	teachers

Activity - Implementation: Common Core Units	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math and ELA/literacy teachers will continue implementing all Common Core units/MAISA Units/Atlas Rubicon and Big Ideas and sharing results, feedback, and reflections with PLC teams.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Other	Math and ELA/literacy teachers

Activity - Implementation: Programs to Support Non-Traditional Student Learners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac High School will implement innovative instructional programs that address the needs of non-traditional students and struggling learners. a. Blended Learning, Project-Based Learning, IRRE EAR (Engagement, Alignment, Rigor) Strategies b. Alternative Education program—afternoon/ evening program for credit recovery; held at PHS c. International Technology Academy d. Co-Teaching e. Early College f. Skill tutorial	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	Title I Part A	building staff

Activity - Monitoring/Evaluating: Share Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Pontiac High School

Schools will share data on student academic progress with stakeholders and will display summary data in classrooms and/or the school, as appropriate, to make the progress of the school visible to the school community. (Data Walls, newsletters, websites, quarterly monitoring reports, and others as determined by the schools).	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	Other	building staff
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Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning		Implement	02/26/2014	06/28/2019	\$0	MI-Excel	Administration, Building support staff, Teachers, Content and instructional coaches

Activity - Classroom Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will reduce class size to lower the teacher student ratio for increased individual instruction of students.	Getting Ready		Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	District Administration Building Administration Building Staff

Strategy 2:

Blended Learning - PHS will implement Blended Learning courses to raise student achievement by increasing engagement around clearly aligned curriculum and standards. Online learning paired with project-based learning will be the core instructional method.

Category: Other - Ed Reform

School Improvement Plan

Pontiac High School

Research Cited: TBA

Tier:

Activity - Getting Ready: Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS staff will participate in district provided professional development on the Blended Learning (using ChromeBooks) approach, continued training throughout the year. Staff will participate in building level training and learning groups.	Professional Learning		Implement	03/24/2014	06/28/2019	\$0	Title II Part A	building staff

Activity - Getting Ready: Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in district and building level ongoing professional development on the technology required to support Blended Learning (using ChromeBooks) in classroom and on the curriculum.	Professional Learning		Implement	03/24/2014	06/28/2019	\$25000	Title II Part A	building staff

Activity - Implementation: Core Content Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Core Content Teachers will continue implementing Blended Learning in grades 9, 10, 11 and 12, during the 2018-2019 school year.	Academic Support Program	Tier 1		02/14/2014	06/28/2019	\$0	Other	Core Content Teachers

Activity - Monitor/Evaluation: Student Progress and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Core Content Teachers, building administrators, and the Student Engagement Team (SET) will collect and analyze data on student learning (pre/post assessments) and on staff implementation of Blended Learning to assess the impact and inform the plan for expanded implementation.	Teacher Collaboration			03/24/2014	06/28/2019	\$0	Other	building staff and Student Engagement Team (SET)
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Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets. Additional coaching support will be provided by technology, IRRE, OS, and instructional coaches.	Professional Learning		Implement	02/26/2014	06/28/2019	\$0	MI-Excel	Administration, Teachers, Building support staff, Content and instructional coaches

Strategy 3:

Use of Data to Inform and Differentiate Instruction - Teachers will continuously use data to inform and differentiate instruction

Category: Other - Ed Reform

Research Cited: TBA

Tier:

Activity - Getting Ready: Training the Trainer	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher leaders will participate in district provided training to become teacher leaders who will then serve as trainers on the ILC process in use. Training and updating new staff will continue throughout the 2018-19 school year.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Other	building staff and Oakland Schools

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Activity - Implementation: Instructional Learning Cycle Process	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/PLCs will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.	Direct Instruction		Implement	09/03/2013	06/28/2019	\$0	Other	building staff

Activity - Implementation: Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers.	Professional Learning		Implement	09/03/2013	06/28/2019	\$0	Title I Part A	building staff

Activity - Implementation: Continuous Coaching on Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will continue to collaborate with content area coaches, IRRE, and instructional coaches for implementation of the ILC.	Professional Learning		Implement	09/01/2013	06/28/2019	\$0	Other	building staff

Activity - Implementation: SAT Prep Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PHS/ITA will continue to implement an SAT prep program that includes the following steps: 1) administration of a decommissioned SAT or PSAT test as a pre-test; 2) analysis and use of the results to collaboratively identify gaps in student learning and design mini- lessons to address identified needs; 3) targeted teaching to identified skills/concepts; and 4) use of formative assessments to guide instruction and monitor student progress toward mastery of SAT tested concepts and skills.	Academic Support Program	Tier 1	Implement	09/03/2013	06/28/2019	\$0	Other	building staff
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Activity - Monitoring/Evaluating: Identify Monthly Outcomes on Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/PLCs will identify monthly outcomes on “essential skills” , gather student performance data on mastery of identified skills, review progress and modify instruction, as needed, to support student learning.	Teacher Collaboration		Implement	09/03/2013	06/28/2019	\$0	Other	building staff

Activity - Monitoring/Evaluating: PLC Data Sharing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PLCs will gather, compile, and analyze aggregate student performance data monthly to monitor the progress of all students, grade spans, and student groups toward mastery of academic standards in a particular grade/course.	Teacher Collaboration		Implement	02/03/2014	06/28/2019	\$0	Title I Part A	building staff

Activity - Monitoring/Evaluating: PLC Data Sharing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Leadership and Building Turnaround Teams will study the data gathered on student/subgroup progress toward mastery of academic standards in order to monitor the implementation and effectiveness of the DIP/SIPs.	Teacher Collaboration		Implement	10/01/2013	06/28/2019	\$0	Title I Part A	building staff

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Activity - Implementation: Co-Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Co-Teaching Model addresses the needs of special education students in regular core content classrooms. Co-teachers provide additional support in an inclusion classroom to students with IEPs as well as to students performing below grade level. It will be initiated with extensive professional development to support and plan for successful implementation.	Academic Support Program		Implement	09/03/2013	06/28/2019	\$0	General Fund	administration, special education department head/teacher consultant, and building staff

Activity - Implementation: After-School Tutoring Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation stage ended. Academic intervention for students identified as at risk of failing card marking periods and/or semester; and to re-mediate Math, Writing, Reading skills as identified by the NWEA, SAT, PSAT, ACT WorkKeys. NWEA Map Skills practice during Advisory/Phoenix Rise is used instead.	Academic Support Program		Evaluate	09/01/2013	06/29/2018	\$35000	Title I Schoolwide	building staff

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning		Implement	08/26/2013	06/28/2019	\$0	MI-Excel	Administration, teachers, Building support staff, Content and instructional coaches

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Strategy 4:

Alternative Learning Environment--International Technology Academy - International Technology Academy is an alternative learning environment where students acquire 21st Century Skills through a Project Based Learning (PBL) approach. The curriculum is aligned to district standards (common core) and incorporates the use of technology as a way to engage students in learning.

Category: Other - Ed Reform and Technology

Research Cited: van den Broek, G. (2012), "Innovative Research-Based Approaches to Learning and Teaching", OECD Education Working Papers, No. 79, OECD Publishing.

Mayer, R. (2010), "Learning with technology", in The Nature of Learning: Using Research to Inspire Practice, OECD Publishing.

Tier:

Activity - PBL Training PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS, PMS & ITA teachers and staff will attend professional development for retraining for returning PHS,PMS & ITA staff on Project-based learning, 21st century learning skills. Administrators will secure ongoing training for staff on new technology, hardware and software, applications, etc.	Professional Learning			09/01/2013	06/28/2019	\$0	Title II Part A	Administrators and Staff

Activity - Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and redesign course offerings to accommodate accelerated learning needs of students.	Curriculum Development		Implement	03/03/2014	06/28/2019	\$0	General Fund	Curriculum Leaders

Activity - Infrastructure	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Purchase additional wireless access points to ensure that students can access online learning needed to support PBL curriculum. Purchase replacement Chromebooks and protective covers.	Technology		Implement	09/01/2013	06/28/2019	\$0	General Fund	District Administrators
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Activity - Recruit Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement protocols to recruit students to enroll in ITA program and at PHS.	Implementation			02/28/2014	06/28/2019	\$0	No Funding Required	Administrator, School Leaders

Activity - Implementation: Auxiliary Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administrators, Counselor and School Leaders will work to develop and implement programs for PHS, PMS & ITA students in specialty areas (ie. STEM, OTECH, Robotics, Dual Enrollment, Internships).	Extra Curricular		Implement	08/01/2012	06/28/2019	\$0	Title I Part A	Administrator, Counselor, School Leaders

Activity - Implementation: Project-Based Student Led Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Project-Based, student-led learning in their classroom instruction. Projects will incorporate the use of technology as a resource for students.	Direct Instruction		Implement	08/31/2012	06/28/2019	\$0	No Funding Required	Teachers

Activity - Implementation: PLCs Implement ILC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers. Teachers will co-plan projects across the content areas. Coaches will provide assistance and support teachers' professional learning.	Teacher Collaboration			12/02/2013	06/28/2019	\$0	No Funding Required	District Staff, Administrators, PLCs
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Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders at PMS, PHS and ITA will continue to provide teachers with coaching services to support teachers in implementing the ILC process including implementation of the project-based curriculum, designing effective instruction, using assessment data, and incorporating the use of technology as a tool for learning.	Professional Learning		Implement	01/01/2014	06/28/2019	\$0	Title II Part A	District and school leaders

Activity - Monitor/Evaluate: Monitor Student Learning, Adjust Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School Leaders & PLCs will study evidence of student learning and implementation of Project-Based instruction to review strategies and activities to see if they need to be modified due to lack of progress in student achievement outcomes.	Monitor		Monitor	01/06/2014	06/28/2019	\$0	No Funding Required	School Leaders, PLCs

Activity - Monitor/Evaluate: PHS and ITA Post-Graduation Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders will track PHS and ITA student acceptance to post-secondary institutions and success after high school to assess impact of the programs and to identify ways to improve outcomes for students.	Monitor			04/30/2014	06/28/2019	\$0	No Funding Required	PHS and ITA Counselors

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Strategy 5:

Promethean Board Instruction - PHS teachers will use Promethean Boards as a tool to enrich instruction as a supplement for traditional and non-traditional instructional strategies.

Category: Other - Ed Reform

Research Cited: Haystead, M.W., & Marzano, R.J. (2012). Executive Summary: A randomized controlled trial of the effects of Promethean ActivExpression on student achievement. Centennial, CO: Marzano Research Laboratory.

Tier:

Activity - Promethean Board Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS teachers will continue using the Promethean Board as a tool to increase student engagement and advance student growth, demonstrations from teachers, observations, and support from district, and company will be utilized.	Monitor		Implement	10/01/2013	06/28/2019	\$0	Title I Schoolwide	Building Staff

Strategy 6:

Balanced Calendar - The implementation stage for this strategy ended. Pontiac High School no longer operates the school year on a balanced calendar.

Category: Other - Ed Reform

Research Cited: <http://www.pbs.org/newshour/extra/features/july-dec01/year-round.html>

Tier:

Activity - Intervention Periods	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation stage ended. PHS no longer uses periods of Intervention during the Balanced Calendar to supplement instruction and build student skills.	Getting Ready		Evaluate	08/04/2014	06/29/2018	\$0	Title I Schoolwide	Building Administration Building Staff

School Improvement Plan

Pontiac High School

Measurable Objective 3:

collaborate to sustain and increase student enrollment by 06/28/2019 as measured by smaller classes and improved instruction.

Strategy 1:

Drop-Out Retrieval: Graduation Alliance - Graduation Alliance will locate and educate Pontiac drop-outs.

Category: Other - Ed Reform

Tier:

Activity - Getting Ready: Informational Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graduation Alliance will conduct informational meetings to establish process and protocols with school administrators and counselors.	Academic Support Program		Implement	02/12/2014	06/28/2019	\$0	Other	Graduation Alliance staff, school administrators, counselors

Activity - Implementation: Locating Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graduation Alliance staff will use the current drop-out lists and go into the community to locate drop-outs and encourage them to enroll in the program.	Academic Support Program		Implement	02/12/2014	06/28/2019	\$0	Other	Graduation Alliance staff

Activity - Implementation: Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Graduation Alliance will provide netbooks and on-line instruction. Students will meet weekly at a determined site for mentoring and tutoring.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Other	Graduation Alliance staff
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Activity - Monitoring and Evaluation: Online Assessment MME	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Graduation Alliance will provide online assessments, and students will participate in state assessment during identified testing window.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Other	Graduation Alliance staff and counselors

Strategy 2:

Student Engagement: Field Trips - Students will attend field trips that will enhance daily instruction.

Category: Other - Ed Reform

Tier:

Activity - Getting Ready: Planning Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will plan field trips that support academic goals.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$8800	Title I Part A	Building Staff

Activity - Implementation: Field Trip Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in academic field trips.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Title I Part A	Building staff

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Activity - Monitoring and Evaluation: Academic Follow-Up Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide academic follow-up activities to support learning gained during field trips.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Title I Part A	Building staff

Strategy 3:

Student Re-Engagement - School staff will implement strategies designed to re-engage students who are disengaged in school.

Category: Other - Ed Reform

Tier:

Activity - Getting Ready: Training to Engage Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will participate in building and district trainings in strategies for re-engaging students in their learning, including how to:</p> <ul style="list-style-type: none"> a. Create a sense of trust and open communication with students b. Provide support and direction in their relationships with students c. Design lessons that provide students opportunities for meaningful application of learning. d. Engage students in decision making. <p>PHS will utilize the SET (Student Engagement Team) to increase student engagement.</p>	Professional Learning		Implement	01/06/2014	06/28/2019	\$0	Title II Part A	Administrators, Building staff

Measurable Objective 4:

demonstrate a proficiency student and staff engagement in learning as evidenced by a decrease in staff and student absenteeism/tardiness and reductions in the number of discipline infractions and improvements in stakeholder perceptions by 06/28/2019 as measured by improvements in stakeholder perceptions measured by positive changes in the results of stakeholder surveys.

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Strategy 1:

Getting Ready: Increased Student Learning Time - An additional class period during a school day -- Advisory/Phoenix Rise -- is used for intervention (NWEA Map Skills practice), tutoring (math), and instructional support (all areas).

School staff will implement strategies designed to re-engage students who are disengaged in school.

Category: Other - Ed Reform

Research Cited: Johnson, S.P., & Spradlin, T.E. (2007). Alternatives to the traditional school-year calendar. Education Policy Brief, 5(3), 1–11. Retrieved from CEEP's website.

This policy brief examines the research on two strategies that reorganize the school year or increase the allocation of academic learning time in schools: year-round and extended school-year calendars. It also addresses the emergence of alternative policies on the use of instructional time.

Kaplan, C., & Chan, R. (with Seidel, S., & Zorich, T). (2011). Time well spent: Eight powerful practices of successful, expanded-time schools. Retrieved from National Center on Time and Learning website.

This report outlines specific practices that can lead to increases in student achievement and preparation for success in college and the workforce. The study provides an in-depth examination of 30 expanded-time schools that serve high-poverty populations.

Silva, E. (2012). Off the clock: What more time can (and can't) do for school turnarounds. Retrieved from Education Sector website.

This report looks at the research on the impact of extended learning time on student learning and how it is being used as a core strategy in school turnaround efforts funded by federal School Improvement Grants. The study looks at a wide variety of strategies, including everything from adding minutes to the school day to providing after-school programs to shortening recess and lunch. The report suggests that policymakers and school leaders must recognize that successful schools use time not just to extend hours and days but to creatively improve how and by whom instruction is delivered. [For a graphic on learning time see ERS Report Snapshot: What More Time Can (and Can't Do for School Turnarounds)

Silva, E. (2007). On the clock: Rethinking the way schools use time. Retrieved from Education Sector website.

This report examines the political and educational dimensions of time reform. It presents the findings of a wide range of research studies on how schools use time, discusses the impacts of various time reforms, and makes recommendations for policymakers about the best way to leverage time in and out of school to improve student achievement.

Tier:

Activity - Getting Ready: Balanced Scedhule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Administration and staff, in collaboration with the district will balance the school schedule, balance class size and teacher loads to provide an equitable learning environment to teachers and students.	Getting Ready		Implement	02/26/2014	06/28/2019	\$0	Other	School and District Administration

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Activity - Getting Ready: Training to Engage Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Staff will participate in training in strategies for re-engaging students in their learning, including how to:</p> <ul style="list-style-type: none"> a. Create a sense of trust and open communication with students. b. Provide support and direction in their relationships with students. c. Design lessons that provide students opportunities for meaningful application of learning. d. Engage students in decision-making. <p>PHS will utilize the SET (Student Engagement Team) to increase student engagement.</p>	Professional Learning		Implement	01/06/2014	06/28/2019	\$0	Title II Part A	Administration, building staff, content and instructional coaches

Activity - Additional School Days & Extended School Schedule	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation stage ended. PHS no longer implements a balanced school calendar.	Academic Support Program		Evaluate	06/16/2014	06/29/2018	\$0	Title I Schoolwide	Administration, building staff

Activity - Getting Ready:PD-Interventions Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will be provided PD to identify content selection for intervention and selection of intervention strategies. These strategies will be used to create interventions to meet student needs.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Title I Schoolwide	Intervention math teacher, building administration, school board, superintendent, and union.

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Activity - Monitoring: Implementation of "Increase Building Instructional Time"	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The implementation stage ended. The implementation of "Increase Building Instructional Time" will be evaluated by looking at lesson plans, curriculum descriptions used for the extended school year, students' needs and teacher data team discussions centered around student work samples and student growth.	Monitor		Evaluate	10/01/2013	06/29/2018	\$0	Title I Schoolwide	Intervention math teacher, building administration, school board, superintendent, and union.

Activity - Getting Ready: PD-Establish School wide Common Language and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide ongoing PD to develop and implement a proactive approach based on a 3-tiered model of prevention and intervention; to create a common language among staff, students and parents using a school wide behavior expectation matrix; create staff lesson plans to teach appropriate behaviors and social skills; create and implement classroom management strategies to reduce discipline referrals and increase time for instruction; and use of data to guide the design and implementation of behavior supports.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Title I Schoolwide	Intervention math teacher, building administration, school board, superintendent, and union.

Activity - Implementation: Additional Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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SE teachers and paraprofessionals and bilingual tutors will provide individualized academic support in content areas (Math and ESL). They will provide assistance to struggling/SE and/or bilingual students to assist with understanding of concepts/skills.	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	Title I Schoolwide	Administration, content teachers (Math, ESL), intervention math teacher, SE teachers and paraprofessionals and bilingual tutors
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Goal 4: 2018-2019 Science: All students will demonstrate proficiency in Science.

Measurable Objective 1:

38% of All Students will demonstrate a proficiency in scientific processes & biological, chemical and physical science concepts including students performing below grade level (bottom 30%) & other targeted populations (students with disabilities, ELL, alternative ed., economically disadvantaged) in Science by 06/28/2019 as measured by state and local assessments (NWEA) and common formative assessments. .

Strategy 1:

Science Inquiry- Based Curriculum - Science teachers will implement a viable inquiry-based curriculum aligned to the State and National Science Standards.

Category: Science

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional Model: Origins and Effectiveness.

Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

Tier: Tier 1

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Activity - Professional Development for Inquiry-Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will have on-going professional development to further teacher understanding of inquiry-based curriculum.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title II Part A	Principal, Science Department Chair and Science Coach.

Activity - Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers, in collaboration with district curriculum consultant and science coach, will review the science curriculum and make needed adjustments to ensure alignment to the Next Generation Science Standards (NGSS).	Curriculum Development	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title I Part A	Principal, District Curriculum Director, Science Department Chair and Science Teachers, Science Coach.

Activity - Infrastructure for Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will use equipment, instructional material, contracted services for OLSHA standards compliance, and plumbing/electrical updates to effectively teach an inquiry-based curriculum.	Implementation	Tier 1	Implement	07/01/2016	06/28/2019	\$0	General Fund	Central Office Administrator(s), Principal, Science Department Chair, and Contractors.

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Activity - Implementation of Inquiry-Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will incorporate inquiry-based activities in lesson plans on a weekly basis. Methods of differentiating instruction will be explored to provide access to all content for all students (with assistance provided by content and instructional coaches).	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	No Funding Required	Principal, Science Department Chair, Science Teachers, Content and Instructional Coach.

Activity - Monitoring of Inquiry-Based Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All science teachers will submit weekly lesson plans that demonstrate use of inquiry-based instruction. Submissions will be monitored for inclusion of this strategy by the administrators and science department chair.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal, Science Department Chair.

Activity - Evaluation of Inquiry-Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ILT and BTN members will analyze selected student artifacts to determine the effectiveness of the strategy implementation and collect data on the frequency of use by teachers to determine additional support necessary. Content coach will provide ongoing support for teachers.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, ILT and BTN members, Content and Instructional Coach.

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Activity - Coaching Support for Inquiry-Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science Content Coach will provide support for the inquiry-based instruction during PLCs (when used for common planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	MI-Excel	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.

Strategy 2:

Research-Based Instructional Strategies - Science teachers will implement research-based instructional strategies to enhance student engagement in learning.

Category: Science

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional

Model: Origins and Effectiveness. Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

National Science Education Standards (NRC, 1996), Inquiry and the National Science Education Standards (National Research Council [NRC], 2001a) This research supports best practice instructional strategies that guide successful science instruction in the classroom.

Tier: Tier 1

Activity - Instructional Strategies: Needs Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Science teachers will evaluate current instructional strategies to identify existing needs. Professional development will be planned to address the identified needs.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.
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Activity - SCOPE and Sequence of Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will develop a Scope and Sequence of instructional strategies (vocabulary, charts and graphs, inference, predict/hypothesize, mathematical conversions, main idea/details, etc.) and incorporate use in curricular units through common lesson planning (in PLCs).	Direct Instruction	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Science Teachers, and Content Coach.

Activity - Professional Development for Effective Instructional	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will receive training around the writing of scientific lab reports; classroom discourse; engaging in arguments from evidence; developing and using models; constructing explanations (constructed response); obtaining, evaluating and communicating information; designing and carrying out investigations; and engaging students.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title II Part A	Curriculum Director, Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.

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Pontiac High School

Activity - Implementation of Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will collaborate in PLCs on methods of implementation (of effective instruction), then plan and actively implement those strategies in classroom instruction. Teachers will also craft opportunities for students to find/evaluate information that can be used to cite evidence on a position/conclusion. Methods of differentiation (of instruction) will be explored to provide access to all content for all students (assistance will be provided by content and instructional coaches).	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.

Activity - Monitoring of Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal, science department chair, and content coach will check weekly lesson plans, conduct informal observations, and use data to determine levels of understanding of strategies and implementation. Student progress will be monitored through data collection and analyzed in the PLCs. Student Progress (PLCs): ILC based on assessment results; use of data to monitor learning.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Content Coach and Instructional Coach.

Activity - Evaluation of Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal (via evaluations), ILT and BTN members will collect assessment results and use data to monitor effectiveness and volume of strategy use. Data will be aggregated quarterly to address SIP.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s) and ILT and BTN members

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Activity - Coaching Support for Effective Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science content coach will provide support with the inclusion of researched-based instructional strategies during PLCs (when used for common lesson planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	MI-Excel	Principal(s), Science Department Chair, Science Teachers, and Content and Instructional Coach.

Activity - Science Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The SET team and the science coach will work with teachers and students on ways to increase student achievement. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Implement	08/24/2016	06/28/2019	\$0	Title I Schoolwide	The SET team, science coach

Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS students will participate in extended learning opportunities through field trips to The Henry Ford: Biology Outdoor Living, Sustainability: Environmental Management and Responsible Manufacturing. Chemistry: Test Drive Smart Tools. Physics: Technology and Engineering in Auto Racing. Entrance fees and transportation cost to be covered.	Field Trip	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title I Schoolwide	Science teachers and building administration

Strategy 3:

School Improvement Plan

Pontiac High School

Instructional Strategies to Increase Content Literacy - Science teachers will implement researched-based instructional strategies to increase students' content literacy.

Category: Science

Research Cited: Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351).

New York: Longman This research supports the use of close and critical strategies to develop meaning from non-fiction text or other nonfiction resources.

Beck, I. L. & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research (pp. 789–814). Vol. II. White Plains, NY: Longman. This research outlines research approaches on vocabulary development in reading.

Tier: Tier 1

Activity - Professional Development for Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will be trained in using content literacy strategies to enhance understanding of content material. Supplemental instruction will include differentiation for special populations.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title II Part A	District Administrator, Principal(s), External Consultant, Content and Instructional Coaches.

Activity - Professional Development on Ways to Utilize the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will be exposed to the NGSS and ways to effectively utilize the NGSS standards in the classroom.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title I Part A	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches

School Improvement Plan

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Activity - Implementation of Close and Critical Reading	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will use common planning PLCs to determine when, where, and how close and critical reading strategies will be incorporated in science instruction (including accessing informational text (newspapers, articles, reading passages, textbooks, web sites), and using reading strategies (main idea/details, inference, sequencing, Cornell notes) to enhance comprehension of science related texts. Supplemental and specialized instruction will include differentiation for special populations provided by content and instructional coaches.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches.

Activity - Implementation of Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will work in PLCs to identify domain specific vocabulary lists that will be used by all teachers and to ensure the inclusion of academic and identified scientific vocabulary in science instruction. Direct instruction on strategies to access meaning will be incorporated in all science classes.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Title I Part A	Principal(s), Science Department Chair, Science Teachers, Science, Content and Instructional Coaches.

Activity - Implementation of Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Science teachers will incorporate the NGSS into their lessons and will work on further alignment of the curriculum to the NGSS (with the assistance of content coach).	Implementation, Professional Learning	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	General Fund	District Administrator, Principal(s), Science Department Chair, Science Teachers, Content Coach.
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Activity - Implementation of Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will provide direct instruction and a variety of opportunities for students to actively write to demonstrate learning: Cornell Notes, summarizing (lab reports, writing of conclusions, constructed responses), and research projects (career, technological and new development). Supplemental (differentiated) instruction will be provided to special populations by content and instructional coaches.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches.

Activity - Monitoring of Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student progress will be measured through the use of assessment results that will guide instruction/intervention planning (in PLCs with the support of content and instructional coaches). Literacy activities will be incorporated in weekly lesson plans reviewed by principal and department chair.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Content and Instructional Coaches.

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Activity - Evaluation of Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data collected from embedded assessments will be aggregated and analyzed (at least quarterly) for frequency of use and level of understanding.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), ILT and BTN Members

Activity - Coaching Support for Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science content coach will provide support with the content literacy strategies during PLCs (when used for common planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	MI-Excel	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches.

Strategy 4:

Numeracy Knowledge - Science teachers will implement researched-based instructional strategies to increase numeracy for application in science (formulas, data, use of charts and graphs).

Category: Science

Research Cited: Anne Egger, Ph.D., Anthony Carpi, Ph.D. "Data Analysis and Interpretation" Vision learning Vol. POS-1 (1), 2008. This research supports how scientists collect and record data, find patterns in data, explain those patterns, share research with larger scientific community.

Yore, L., Hand, B., & Florence, M. (2004). Scientists' views of science, models of writing, and science writing practices. *Journal of Research in Science Teaching*, 41, 338-369. This research supports the need for scientific documentation of learning through writing.

National Research Council. (2005). *How students learn: History, mathematics and science in the classroom, A targeted Report for Teachers*. M Donovan & J. Bransford (Eds.), Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press. This research offers support for the importance of providing evidence for claims and arguments in science.

Tier: Tier 1

School Improvement Plan

Pontiac High School

Activity - Professional Development for Numeracy Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teacher training will include teaching and interpreting charts and graphs and mathematical conversions provided by content and instructional coach.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Title I Part A	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches

Activity - Implementation of Numeracy Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science teachers will model the use of appropriate content vocabulary, chart and graph applications and the basic scientific calculator. Supplemental and specialized support will be provided to ensure access to all content for all students provided by content and instructional coach.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Title I Part A	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.

Activity - Monitoring of Numeracy Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Assessment results will be used to guide instruction/intervention and common lesson planning (PLCs). Teachers must include numeracy-based activities in weekly lesson plans.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), Science Department Chair, Content and Instructional Coach.

School Improvement Plan

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Activity - Evaluation of Numeracy Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Embedded assessment data will be collected, analyzed, and aggregated at least quarterly to measure frequency of use and effectiveness.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	No Funding Required	Principal(s), ILT and BTN members

Activity - Coaching Support for Numeracy Knowledge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Science content coach will provide support with the inclusion of numeracy during PLCs (when used for common planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	MI-Excel	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.

Strategy 5:

IRRE: Engagement, Alignment, Rigor - All teachers will incorporate the IRRE (Institute for Research and Development) EAR (Engagement, Alignment, Rigor) strategies in all content areas. All teachers will integrate the 12 EAR strategies in their lesson plans on a weekly basis.

Category: Science

Research Cited: Adena M. Klem, and James P. Connell. Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. Institute for Research and Reform in Education, 2003

Connell, J.P. Education Quality: What It Is and How To Measure It. Institute of Research and Reform in Education, 2015

Connell, J.P. Preparing College and Career Ready Students: Elements of Successful Programs. Institute for Research and Reform in Education, 2010

Connell, J.P., Eccles, J., Kemple, J., & Legters, N. Making the Move: How Freshman Academies and Thematic Small Learning Communities Can Support Successful

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Transitions. Office of Vocational and Adult Education, U.S. Department of Education, 2015

Connell, J.P., & Klem, A.M. You Can Get There from Here: Using a Theory of Change Approach to Plan Urban Education Reform. Journal of Educational and Psychological Consulting, 2000.

Connell, J.P., Klem, A.M., Lacher, T., Leiderman, S., & Moore, W., with Deci, E. First Things First: Theory, Research, and Practice. Institute for Research and Reform in Education, 2009

Deci, E.L., Early, D.M., Aber, J.L, Ryan, R.M., Berg, J.K., Alicea, S. & Si, Y. Impact of Every Classroom, Every Day on High School Student Achievement: Report From a School Randomized Trial. Institute of Education Sciences, U.S. Department of Education, 2013

Levin, H., Belfield, C., Muennig, P. & Rouse, C. The Costs and Benefits of an Excellent Education for All of America's Children. Teachers College, Columbia University, 2006.

Tier: Tier 1

Activity - Professional Development for IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Implementation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
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Activity - Monitoring of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Evaluation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Goal 5: 2018-2019 Social Studies: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in the areas of historical, economic & geographic perspectives in Social Studies by 06/28/2019 as measured by state and local assessments, including students who are performing below grade level (bottom 30%) & other targeted student populations (students with disabilities, English Learners, alternative education, economically disadvantaged).

Strategy 1:

Inquiry Driven Curriculum - The teachers will implement a viable, standard-based, inquiry-driven social studies curriculum that is aligned with Common Core, Atlas Rubicon, and NWEA learning targets.

Category: Social Studies

Research Cited: Chenoweth, K. (2009, Fall). Piece by Piece: How Schools Solved the Achievement Puzzle and Soared. *American Educator*. 33(3), 15-23. Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003) Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119-142.

Elmore, R. F. (2002). *Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education*. New York: Albert Shanker Institute.

Heritage. M. (2008). *Learning Progressions: Supporting Instruction and Formative Assessment*. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). 2 August 2013

<<http://www.k12.wa.us/assessment/ClassroomAssessmentIntegration/pubdocs/FASTLearningProgressions.pdf>>.

Marzano, R. J., Pickering, D. J. and Pollock, J. E. (2001). *Classroom Strategies That Work: Research-Based Strategies For Increasing Student Achievement* Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. (2003) *High Performance in High Poverty Schools: 90/90/90 and Beyond*.

Wiggins, G. & McTighe, J.(2005). *Understanding by Design (Expanded 2nd Ed. USA)*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Tier: Tier 1

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

School Improvement Plan

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Social Studies teachers will receive professional learning in content knowledge and content literacy with the curriculum being aligned to Common Core State Standards and Atlas Rubicon.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	No Funding Required	Social studies teachers, Oakland Schools content coaches
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Activity - Implementation of Collaborative Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will collaborate to plan instruction using the district lesson plan template (with the support of an instructional and content coaches).	Implementation, Teacher Collaboration	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	No Funding Required	Social studies teachers, content area and instructional coaches

Activity - Implementation of Formative and Summative Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will collaborate with each other to create common formative and summative assessments that correspond with Instructional Learning Cycles (with the support of an instructional coach and a content coach).	Implementation, Teacher Collaboration	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	General Fund	Social studies teachers, district staff, content and instructional coaches

Activity - Monitoring/Evaluation of Teacher PLC	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Social Studies teachers will work in Professional Learning Communities to continually use teacher implementation and student result data to inform and differentiate instruction, reflecting upon the quality of instruction as evidenced by data.	Teacher Collaboration	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Title I Part A	Social studies teachers, content coaches
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Activity - Monitoring/Evaluation of Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will provide feedback to Social Studies teachers regarding curriculum implementation, PLC work, lesson plan development, and Instructional Learning Cycle documentation. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Implement	01/01/2014	06/28/2019	\$0	General Fund	Building administrators, ILT and BTN members

Activity - Coaching Support for Inquiry-Driven Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered) around teacher/coach selected target.	Professional Learning	Tier 1	Implement	01/06/2014	06/28/2019	\$0	MI-Excel	Administration, Department Chairs, Teachers, Instructional and Content-area Coaches

Strategy 2:

Best Practices for Engagement - Social Studies teachers will utilize Blended Learning and Project-Based Learning approaches to increase student engagement while maintaining high expectations for learning in Social Studies.

Category: Social Studies

Research Cited: Stockdill, D. and Moje, E. (2013). Adolescents as Readers of Social Studies: Examining the Relationship between Youth's Everyday and Social

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Studies Literacies and Learning. Berkley Review of Education, 4(1), 35-68.

McTighe, J., Seif, E. and Wiggins, G. (2004). You Can Teach for Meaning. Educational Leadership, 62(1), 26-31.

Tier: Tier 1

Activity - Professional Development for Best Practices for Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social studies teachers will engage in professional learning surrounding a set of best practices and strategies to increase student achievement and engagement (BL and PBL approaches), inquiry-based, problem-driven instruction, culturally-responsive instruction, technology tools, and differentiation strategies. The district, in collaboration with Oakland Schools, will provide these professional learning opportunities.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	General Fund	District staff, Oakland schools, content coaches

Activity - Implementation of Technology Strategies for Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will use BL-and-PBL-based strategies and technology to engage all learners in authentic learning activities that allow them to collaborate, construct knowledge and develop solutions to real-world problems.	Implementation, Direct Instruction	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	General Fund	Social studies teachers, the SET (Student Engagement) team

Activity - Implementation of Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Social Studies teachers will implement Instructional Learning Cycles with fidelity. Social Studies teachers will use this process to engage in differentiated instruction that is aligned with curriculum benchmarks, Common Core, NWEA learning targets, and that prepares students for PSAT/SAT/ACT WorkKeys.	Implementation, Teacher Collaboration	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	General Fund	Social studies teachers, content and instructional coaches
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Activity - Monitoring/Evaluation of Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use teacher implementation data and student results data to inform and differentiate instruction, reflect upon the quality of instruction, and analyze evidence of student learning. This process is embedded in the Instructional Learning Cycle.	Professional Learning	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Title II Part A	Social studies teachers, content coaches

Activity - Monitoring/Evaluation of Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will conduct walkthroughs looking for evidence of student engagement as well as effective classroom instruction rooted in best practices. Additionally, building administrators will monitor professional behavior in PLC/ILC meetings and provide effective feedback on classroom instruction. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	General Fund	Building administrators, ILT and BTN members

Activity - Coaching Support for Best Practices for Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected target).	Professional Learning	Tier 1	Monitor	01/06/2014	06/28/2019	\$0	MI-Excel	Administration, Department Chairs, Teachers, Instructional and Content-area coaches
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Activity - Best Practices for Engagement: Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area (social studies) teachers will provide additional intervention time to all students through an advisory period/MTSS (multi-tiered student support). This increases the amount of academic support students receive thereby increasing student engagement.	Academic Support Program	Tier 1	Implement	09/09/2014	06/28/2019	\$0	General Fund	Social Studies teachers

Strategy 3:

Content Area Literacy - Teachers will incorporate research-based instructional strategies to increase content area literacy in students.

Category: Social Studies

Research Cited: Bain, R. B. (2000). Into the Breach: Using Research and Theory to Shape History Instruction. In Knowing, Teaching, and Learning History: National and International Perspectives. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History. In How Students Learn History, Mathematics, and Science in the Classroom. National Research Council. Washington, DC: National Academies Press.

Moje, E. B. & Speyer, J. (2008) The Reality of Challenging Texts in High School Science and Social Studies. In Hinchman, K. A., Sheridan-Thomas, H.K. (Eds.) Best Practices In Adolescent Literacy Instruction. (pp. 185-211). New York, NY: Guilford

Tier: Tier 1

Activity - Professional Development for Content Area Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The district will partner with Oakland Schools to provide to teachers professional development on the research-based content literacy practices, effective vocabulary instruction, and strategies for teaching evidence based arguments.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Title II Part A	District staff, Oakland Schools, social studies teachers
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Activity - Implementation of Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will consistently use direct instruction, modeling, guided practice, independent practice, and feedback to increase content area literacy. Instructional coaches will provide content area support.	Implementation, Direct Instruction	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	General Fund	Social studies teachers, instructional coaches

Activity - Monitoring/Evaluation of Administrator Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will monitor classroom instruction and conduct walkthroughs, looking for evidence of embedded content area literacy practices. They will also provide feedback on PLC work and the implementation of the Instructional Learning Cycle. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Implement	01/01/2014	06/28/2019	\$0	General Fund	Building administrators, ILT and BTN members

Activity - Coaching Support for Content Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pontiac High School

Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Professional Learning	Tier 1	Implement	01/06/2014	06/28/2019	\$0	MI-Excel	Administration, Department Chairs, Teachers, Instructional and Content-area coaches
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Strategy 4:

Evidence-Based Thinking and Writing - Teachers will incorporate researched-based instructional strategies for teaching content-specific evidence-based thinking and writing.

Category: Social Studies

Research Cited: Bain, R. B. (2000). Into the Breach: Using Research and Theory to Shape History Instruction. In Knowing, Teaching, and Learning History: National and International Perspectives. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History. In How Students Learn History, Mathematics, and Science in the Classroom. National Research Council. Washington, DC: National Academies Press.

Monte-Santo, C. (2008). Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers' Practices. American Educational Research Journal. Vol. 45 No. 4, pp. 1045-1079.

Tier: Tier 1

Activity - Professional Development for Evidence-Based Thinking and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will engage in ongoing professional development in the areas of evidenced-based thinking and writing. The district will partner with Oakland Schools in order to provide the professional development, and content area coaches will provide support.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	General Fund	Social studies teachers, district staff, Oakland Schools, content area coaches

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Activity - Implementation of Evidenced-Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers with the support of content and instructional coaches will use direct instruction, guided practice, independent practice, and feedback to teach evidence-based thinking and writing. This will give students opportunities to produce various types of writing, engaging in age appropriate research and narrative writing with historical narratives and accounts that analyze historical events.	Implementation, Direct Instruction	Tier 1	Monitor	09/01/2014	06/28/2019	\$0	Title I Part A	Social studies teachers, content and instructional coaches

Activity - Monitoring/Evaluation of PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use both teacher implementation data and student results data to inform and differentiate instruction and reflect upon the quality of instruction and evidence of student learning and engagement.	Teacher Collaboration	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Title I Part A	Social studies teachers, content coaches

Activity - Monitoring/Evaluation of Administrator Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will monitor social studies classroom instruction and conduct walkthroughs looking for evidence of content-specific evidence-based thinking and writing. Building administrators will also provide constructive and timely feedback to the teachers regarding PLC and ILC implementation. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Implement	01/01/2014	06/28/2019	\$0	General Fund	Building administrators, ILT and BTN members

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Activity - Coaching Support for Evidence-Based Thinking and Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Professional Learning	Tier 1	Implement	01/06/2014	06/28/2019	\$0	MI-Excel	Administration, Social Studies Teachers, Instructional and Content Area Coaches

Strategy 5:

IRRE: Engagement, Alignment, Rigor - All teachers will incorporate the IRRE (Institute for Research and Development) EAR (Engagement, Alignment, Rigor) strategies in all content areas. All teachers will integrate the 12 EAR strategies in their lesson plans on a weekly basis.

Category: Social Studies

Research Cited: Adena M. Klem, and James P. Connell. Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. Institute for Research and Reform in Education, 2003

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Connell, J.P., Eccles, J., Kemple, J., & Legters, N. Making the Move: How Freshman Academies and Thematic Small Learning Communities Can Support Successful Transitions. Office of Vocational and Adult Education, U.S. Department of Education, 2015

Connell, J.P., & Klem, A.M. You Can Get There from Here: Using a Theory of Change Approach to Plan Urban Education Reform. Journal of Educational and Psychological Consulting, 2000.

Connell, J.P., Klem, A.M., Lacher, T., Leiderman, S., & Moore, W., with Deci, E. First Things First: Theory, Research, and Practice. Institute for Research and Reform in Education, 2009

Deci, E.L., Early, D.M., Aber, J.L., Ryan, R.M., Berg, J.K., Alicea, S. & Si, Y. Impact of Every Classroom, Every Day on High School Student Achievement: Report From a School Randomized Trial. Institute of Education Sciences, U.S. Department of Education, 2013

Levin, H., Belfield, C., Muennig, P. & Rouse, C. The Costs and Benefits of an Excellent Education for All of America's Children. Teachers College, Columbia University, 2006.

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Tier: Tier 1

Activity - Professional Development for IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Implementation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Monitoring of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
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Activity - Evaluation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Goal 6: 2018-2019 Climate and Culture: Pontiac High School will have a learning environment that supports all students academically and socially.

Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods when interacting with and/or instructing all students and identified student groups by 06/28/2019 as measured by improvement of 10% or greater on surveys, assessments, and identified program and process data.

Strategy 1:

Staff, Parent, Community Roles-Family and Community Partnerships - Pontiac High School will provide venues to invite active participation and encourage engagement

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of family and community members in the educational programs of the school.

Category: School Culture

Research Cited: Dr. Joyce Epstein's Parent Involvement Model, Simon, B.S. (2001). "Family Involvement in High School: Predictors and Effects". NASP Bulletin, 85, (627), 8-19.

Sanders, M.G. (2005) Building School-Community Partnerships: Collaboration for student Success. Thousand Oaks, CA: Corwin Press.

Tier: Tier 1

Activity - Getting Ready: Surveys to Assess Parental Involvement Needs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will conduct needs assessment surveys regarding parent participation, engagement, and involvement in school to inform staff about designing differentiated programs for parents based on parent needs and concerns.	Behavioral Support Program	Tier 1	Implement	02/26/2014	06/28/2019	\$0	No Funding Required	Building staff

Activity - Getting Ready: PD- Building Relationships with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All building staff will participate in professional development throughout the school year on best practice strategies to cultivate caring relationships with families, encourage parents to become actively involved in their child's education, and ways to reach out to parents as equal partners, including, but not limited to: a.) understanding Influence of Poverty; b.) Culturally Responsive Teaching; c.) Epstein's Pillars of Parental Involvement	Parent Involvement	Tier 1	Implement	02/26/2014	06/28/2019	\$0	No Funding Required	District and Building staff, counselors, ancillary staff, parent volunteers, content coaches

Activity - Monitoring and Evaluation: Feedback on Parent Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will obtain feedback from participants following parent/family workshops and activities and will study the results along with other evidence to evaluate the effectiveness of these activities.	Parent Involvement	Tier 1	Evaluate	10/01/2013	06/28/2019	\$0	No Funding Required	District staff, Building staff

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Activity - Implementation: Title I SW Advisory Council (TAC)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PTSA will create a TAC which will involve entities working together to plan and provide support for family and community partnerships.	Community Engagement	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	Title I Schoolwide	Building staff, Title I SW advisory council

Activity - Implementation: DHS Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will partner with the Department of Human Services (DHS) to help parents resolve issues of attendance, tardiness, and other barriers to a successful academic experience.	Behavioral Support Program	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	No Funding Required	Administration, Building Staff, DHS workers, PBIS team, Superintendent's Challenge Team

Activity - Implementation: Parent Family Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will hold regular/frequent meetings with parents/families to provide useful information in areas that include, but are not limited to, instructional programs/services, health and safety issues, academic achievement, and parent strategies for at-home involvement and student development.	Parent Involvement	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Part A	Administrators, Building Staff

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Activity - Implementation: Parent Friendly Communications	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
When preparing documents and resources for parents/families, PHS will use parent-friendly language, free of educational jargon and if feasible, in parents' native language, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	No Funding Required	District and building staff, counselors, ancillary staff, parent volunteers

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content, IRRE, and instructional coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLCs, ILCs, building staff meetings, planning sessions. Coaches will also provide individual coaching support (centered around coachee/coach selected targets).	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	MI-Excel	Content, IRRE, and Instructional coaches in conjunction with administration and building staff

Strategy 2:

Effective Behavior Supports - Pontiac High School will implement effective behavior support systems that are proactive, positive, skill-building approaches for the teaching and learning of successful student behaviors to improve the climate and academic culture.

Category: School Culture

Research Cited: Luiselli, J.K., Putnam, R.F., Handler, M.W., & Feinberg, A.B. (2005). Whole School Positive Behavior Support: Effects on student discipline problems and academic performance. *Educational Psychology* 25 (2-3) 183-198.

What works clearinghouse, intervention report, drop-out intervention, Kemple, J.J., Herlihy, C.M. and Smith, T.J. "Making Progress Toward graduation, Evidence from the Talent Development High school Model." 2007.

Horner, R.H., Todd, A., Lewis-Palmer, T., Irwin, L., Sugai, G. & Boland, J. (2004). The school-wide evaluation tool (SET). A research instrument for assessing school wide positive behavior support. *Journal of Positive Behavior Intervention* 6 (1) 3-12).

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Cheney, D., Flower, A., Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk for antisocial behavior. Behavioral Disorders, 29, 396-409.

Tier: Tier 1

Activity - Maintaining a PBIS Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will evaluate the work of a PBIS team comprised of administrators, teachers, students, parents, and support staff.	Behavioral Support Program	Tier 1	Evaluate	02/26/2014	06/28/2019	\$0	General Fund	Building staff, PBIS team

Activity - Behavior Support System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will maintain the PBIS matrix based on PSD "Student Code of Conduct" with clearly articulated expectations and consequences. PHS will also use hallway procedures (active hall duty), various incentives (block party, etc.) and the 3B's matrix: "Be Safe, Be Respectful, Be responsible" to improve student behavior.	Policy and Process	Tier 1	Evaluate	02/26/2014	06/28/2019	\$0	General Fund	District and building staff

Activity - Student Code of Conduct	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will adhere to the "Student Code of Conduct" in a consistent and equitable manner. Expectations and consequences will be reviewed and posted by all teachers. Students will participate in school assemblies and classroom meetings that serve as reminders about safe, respectful, and responsible behavior for all.	Policy and Process	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	No Funding Required	District and building staff, PBIS team

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Activity - Embedded Classroom Rules and Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
"School Code of Conduct" will be embedded into classroom routines and existing school based activities.	Behavioral Support Program	Tier 1	Monitor	01/06/2014	06/28/2019	\$0	No Funding Required	Building staff and classroom teachers

Activity - Superintendent's Drop-out Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school will identify the lowest quartile of students that are at high risk of dropping out of school. The school will participate in the Superintendent's drop-out Challenge by collecting data on at-risk students who have low attendance rates, high disciplinary rates, and low academic progress rates. Staff will use data from these areas to inform and differentiate instruction.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Other	Building staff, administration, Counselors

Activity - Instructional Support Teams/Attendance Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-level teams (PBIS, SC, ILT, BTN) will review data on students who are determined to be at-risk due to attendance, behavior, and academic issues and will design or select interventions, supports, and services to address the students' identified needs. Staff will identify students with excessive absences and conference with parents, students, and teachers to identify barriers for attendance.	Academic Support Program	Tier 1	Monitor	02/26/2014	06/28/2019	\$3500	Title I Part A	Building staff, administration, PBIS team, ILT Team, BTN Team, Superintendent's Challenge Team

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Activity - Establishing an Early Warning System	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School leaders, with the support of the District, will establish a system for early identification of students who are at risk of failing or of dropping out by monitoring student attendance, achievement, and behavior data. Staff will study the data to identify the possible underlying motivations and potential changes to be made. Staff will develop cross-curricular data teams to review student progress and develop and implement interventions to support students.	Academic Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$100	Title I Part A	Administration, Administrators, Building staff, content coaches, IRRE and instructional coaches

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content, IRRE, and instructional coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. The coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. The coaches will also provide individual coaching support (centered around coachee/coach selected targets).	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	MI-Excel	Administration, Teachers, Coaches

Activity - Implementation: Mentors and Advisors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be assigned as mentors and advisors to identified "at-risk students" due to attendance, behavior, and academic issues.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Part A	Administration, Building staff, Student Support Network

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Activity - Monitoring and Evaluation: Mentors and Advisors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff assigned as mentors and advisors to "at-risk students" will keep contact logs and intervention notes. Data will be analyzed to look for correlations between contact, length of contact, intervention strategy, positive behavior changes, improved attendance, and decrease in referrals.	Behavioral Support Program	Tier 1	Evaluate	11/01/2013	06/28/2019	\$0	Title I Part A	Administration, Building staff, Student Support Network

Activity - Monitoring and Evaluation: Monitoring Progress	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will monitor student attendance, tardiness, and academic progress, using MI Star, and will adjust interventions and supports as needed.	Behavioral Support Program	Tier 1	Evaluate	01/06/2014	06/28/2019	\$0	No Funding Required	Administration, Building Staff, Student Support Network, Superintendent's Challenge Team

Activity - Monitoring and Evaluation: Data Teams-Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS staff will review aggregate student outcome data to determine the percentage of students meeting their goals within their intervention support and will make adjustments to the interventions or identify new interventions (as needed to improve attendance and decrease tardiness and behavior referrals).	Behavioral Support Program	Tier 1	Evaluate	10/01/2013	06/28/2019	\$0	No Funding Required	Administration, Building staff, Student Support Network, Superintendent's Challenge team

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Activity - Monitoring and Evaluation: Effective Behavior Supports	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS administration and PBIS team assisted by the support staff will evaluate the implementation of effective behavior supports in the building.	Behavioral Support Program	Tier 1	Evaluate	10/01/2013	06/28/2019	\$0	No Funding Required	Administration, PBIS team, Superintendent's Challenge team, Probation Officers

Activity - At-Risk Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will utilize the services of an At-Risk Social Worker to address the social and emotional needs of At-Risk students.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Schoolwide	At-risk Social Worker

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will utilize the services of Behavior Interventionist (PIC-Phoenix Intervention Center) to address student behavior and its alignment with/adherence to the school district code of conduct and support of a positive building culture and climate.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Schoolwide	Behavior Interventionist

Strategy 3:

Homeless Student Services - Support services and resources will be provided for homeless students. Students can be provided transportation, school supplies and uniforms.

Category: School Culture

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Research Cited: Buckner, J.C.(2004) Impact on Homeless Children. In. D. Levinson, (Ed), Encyclopedia of Homelessness, Volume 1 (pp. 74-76). Thousand Oaks, CA: Sage

Tier: Tier 1

Activity - Homeless Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Homeless students are referred to At-Risk Social Worker for evaluation of needs. The At-Risk Social Worker administers interventions and if warranted, forwards student information to either DHS or the Special Education Office for further intervention/testing and for allocation of resources.	Other - Homeless Support	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	Title I Schoolwide	At-Risk Social Worker, Special Education Staff, DHS

Goal 7: 2018-2019: Numeracy: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

A 47% increase of All Students will demonstrate a proficiency solving critical thinking problems through multiple step processes in operations, proportions/similarity, functions, and linear equations in Mathematics by 06/28/2019 as measured by state and local assessments, NWEA, (including the special education population and other at-risk learners).

Strategy 1:

Implementing a Standard-Based Curriculum - Teachers will implement a standard-based Big Ideas(aligned with MAISA Units and Atlas Rubicon) curriculum, set by the district, in their lesson plans to improve and deepen student understanding of mathematical concepts.

Category: Mathematics

Research Cited: Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-continent Research for Education and learning. (ERIC Document reproduction service No. ED4542555) A "guaranteed and viable curriculum " provides students with "time" and an "opportunity to learn."

Tier: Tier 1

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Activity - Instructional Materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS will select teacher representatives to participate on the district-wide committee to analyze and select instructional resources: Big Ideas, Blended Learning, and PBL that align to the district curriculum in order to teach the CCSS-M concepts, skills, and practices. PHS math department will also meet every month throughout the school year to analyze instructional resources that align to the district curriculum.	Materials	Tier 1	Implement	10/30/2013	06/28/2019	\$0	General Fund	District and building staff

Activity - Implementation of Professional Dialogue (PLCs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in PLCs/Data teams for at least two hours per month (or "weekly") to implement the Instructional Learning Cycle. Grade level/subject teachers will meet to collaboratively plan units/lessons/assessments (for each Marking Period) from the curriculum, using district-approved resources. Lessons will incorporate strategies learned through PD. 2018-2019: Data Team will meet in department PLC's meeting weekly to implement the Instructional Learning Cycle. Grade level/subject teachers will meet to collaboratively plan units/lessons/assessments, for each Marking Period, from the curriculum, using district approved resources. Lesson will incorporate strategies learned through professional development on Blended Learning, Project Based Learning, and Big Ideas.	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Part A	Teachers, Building staff, Coaches, Instructional Coaches 2018-2019: Teachers, Coaches, and the Math Interventionist

Activity - Implementation of Coaching Services	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content coaches will provide support to enhance mathematics instruction that deepens student understanding of mathematical concepts. Content coaches will co- plan and align the district curriculum with new resources to support instructional delivery, data collection and analysis. Content coaches will support planning for continuous instruction and the development of common, formative assessments based on the analysis of student data.	Professional Learning	Tier 1	Monitor	10/01/2013	06/28/2019	\$10010	MI-Excel, Title I Part A	Administration, instructional staff, Content Coaches.

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Activity - Monitoring and Evaluation of Lesson Plans Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>1. Designated administrators will review lesson plans to monitor alignment of learning targets and activities to the district curriculum and to verify horizontal alignment across teachers teaching the same grade level and course.</p> <p>2. Grade level administrators will monitor the implementation of the lesson plans during their walkthroughs and evaluations.</p> <p>3. PLC data teams will collect data in each grade level/subject area. PLC data teams will create an item analysis for each grade level/subject area to review and use for instructional planning.</p>	Teacher Collaboration	Tier 1	Implement	10/01/2013	06/28/2019	\$0	No Funding Required	Instructional Staff, Administration

Activity - Monitoring and Evaluation of Student Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect student artifacts and will collaboratively review and analyze student work, using the data as feedback to reflect on the implementation of strategies learned through professional development and the impact of instruction on student learning.	Teacher Collaboration	Tier 1	Implement	01/06/2014	06/28/2019	\$0	No Funding Required	Math Teachers, Administration, and Coaches

Activity - Monitoring and Evaluation of Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administrators will collect data on instruction (walkthroughs, surveys, evaluations, and other monitoring activities) to assess the quality of instruction and alignment to the district's curriculum and to determine the professional learning needs of staff.	Walkthrough	Tier 1	Implement	10/01/2013	06/28/2019	\$0	No Funding Required	Building administration, Instructional and Content coaches

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Activity - Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS students will use Online Big Ideas, Moodle, Google Classroom, Successmaker, Khan academy, and Fast Math for online learning. They will also use handheld Casio-Calculators and ChromeBooks.	Implementation, Technology	Tier 1	Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	Math Teachers Math Interventionist

Strategy 2:

Multiple Representations: Charts and Graphs - All instructional staff will implement the use of multiple representations (i.e. Tables, Graphs, Algebraic model, and Verbal model, with the use of Vocabulary, Manipulatives, etc.) to help students understand and make connections between different mathematical concepts.

Category: Mathematics

Research Cited: Mosely and M. Brenner. "Using Multiple Representations for Conceptual Change in Pre-Algebra: A Comparison of Variable Usage with Graphic and Text Based Problems"., 1997, (Washington, D.C.) U.S. Department of Educational Research ERIC.

Hegarty, M. and Kozhevnikov, M. (1999) "Types of Visual-Spatial Representations and Mathematical Problem Solving". Journal of Educational Psychology v91, no. 4, p.684-689.

Tier: Tier 1

Activity - Professional Development for Manipulatives and Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will receive training on how to plan, develop, and teach content using instructional resources to support student learning of mathematical concepts through multiple representations and technology integration (BL, and PBL).	Professional Learning	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Title II Part A	Coaches, Instructional Staff

Activity - Professional Development for Multiple Representation Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in professional development on the use of manipulative and other instructional materials to represent mathematical ideas and concepts in multiple ways in order to build and deepen student understanding of mathematical concepts and operations.	Professional Learning, Curriculum Development	Tier 1	Implement	02/26/2014	06/28/2019	\$0	No Funding Required	Instructional staff, content coaches

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Activity - Implementation of Instructional Support Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will teach students the different ways to represent mathematical problems, concepts, and ideas. Teachers will provide students who are having difficulty mastering mathematical concepts and skills with additional instructional support, through technology integration based on the results of formative assessments. Student will be given extended learning time during Advisory Math Lab (MTSS tutoring), After-school Tutoring program, in small groups with a Math Interventionist, and in small groups with in-class tutors.	Implementation, Direct Instruction	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	No Funding Required	Instructional staff, math interventionist

Activity - Implementation of Collaborative Planning (PLCs)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will work collaboratively in their PLCs to plan when and how to use specific representations within their lessons. Student data will also be used to determine strategy effectiveness, lesson plan and teacher efficacy, and the need for additional instruction and or professional development.	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Part A	Teachers, Content Coaches, Administrators

Activity - Monitoring and Evaluation of the Evidence of Multiple Representations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will look for evidence that students are using multiple representations to solve mathematics problems and will monitor students' learning and provide feedback to guide students' to build deeper understandings.	Direct Instruction	Tier 1	Implement	10/01/2013	06/28/2019	\$0	No Funding Required	Teachers, Instructional and Content Coaches

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Activity - Monitoring and Evaluation of Data Teams-Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will, with the support of Content Coaches, interpret data from student artifacts and design approaches to improve student achievement through instruction. Data will be collected and reviewed (at least quarterly) by PLCs and school administration to monitor implementation of improvement plans and measure the impact on student learning.	Teacher Collaboration	Tier 1	Implement	02/26/2014	06/28/2019	\$0	No Funding Required	Teachers, content coaches, administrators.

Activity - Professional Development for Instructional Supports Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional learning activities, such as workshops, in-services, collaborative planning, including job-embedded PD delivered through PLCs, on different ways to support instruction for students who are performing below grade level in math, or need specialized instruction in small groups or one-on-one, in Advisory Math Lab, MTSS (multi-tiered student support).	Professional Learning	Tier 1	Implement	02/26/2014	06/28/2019	\$0	Title II Part A	Teachers, Content Coaches, Administrators

Activity - Implementation of Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content coaches will collaborate with teachers to facilitate teachers' use of successful, research-based instructional strategies including differentiated instruction for diverse learners.	Professional Learning	Tier 1	Monitor	10/01/2013	06/28/2019	\$10	No Funding Required, MI-Excel	Administration, Math Teachers, Content Coaches

Activity - Monitoring and Evaluation of Data on Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Administrators and staff will collect data on instruction to monitor implementation of the district's curriculum and effectiveness of instruction and will use the data to identify and provide professional supports to teachers. Data will be aggregated and reviewed every marking period/according to the ILC to monitor the impact of instruction on student learning.	Walkthrough	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Title II Part A	Teachers, Content Coaches, Administrators
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Activity - Coaching Support for Multiple Representations Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/26/2013	06/28/2019	\$0	MI-Excel	Administration, Teachers, Content Coaches

Strategy 3:

Differentiated Instruction - Staff will incorporate differentiated instruction techniques using Blended learning, Project-Based Learning, Advisory/MTSS (multi-tiered student support) math tutoring lab, after-school tutoring program, small group instruction with a math interventionist, and in-class tutors. Students are selected on the basis of formative/summative assessment results, and teachers scaffold instruction to meet the needs of all students.

Category: Mathematics

Research Cited: Yackel, Cobb, Wood 1991. "Small-Group Interactions as a Source of Learning Opportunities in Second Grad Mathematics" Handbook of Research on Improving Student Achievement by ERS p. 163, 167, & 172. Using small groups of students to work on activities or problems can increase student mathematics achievement.

Tier: Tier 1

Activity - Implementation of Flexible Grouping	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate flexible grouping during their daily lessons to provide targeted instruction to groups of students who have similar learning needs, as identified through analysis of assessment results.	Implementation, Direct Instruction	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	No Funding Required	Math teachers

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Activity - Implementation of Supplemental and Specialized Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Inclusion teachers, Math Interventionist will provide supplemental instruction and specialized services/supports and/or accommodations for students who are performing below grade level and for students with special needs.	Academic Support Program	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	No Funding Required	Special Education and Math Intervention Teachers, Tutors

Activity - Implementation of Supplemental Instruction (9-12)	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will provide students with supplemental instruction including online programs, (i.e. Online Big Ideas, Grad Point, Khan Academy, etc.) as well as technology tools (handheld Graphing Calculators, Chrome Books) to differentiate instruction for students in grades 9-12. Teachers will also use Blended Learning and Project-Based Learning models in order to incorporate multiple representations of mathematical concepts into the curriculum and deepen student understanding through inquiry and application.	Academic Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Title I Part A	Teachers, Content Coaches, Special Education Teachers, Math Intervention Teachers

Activity - Monitoring and Evaluation of Data Teams- Collecting Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collect student artifacts to analyze and reflect on mathematical understandings as a result of implementing differentiation strategies including flexible grouping, interventions and extensions, and also, MTSS (multi-tiered) and after-school academic tutoring programs.	Teacher Collaboration	Tier 1	Implement	10/01/2013	06/28/2019	\$0	No Funding Required	Teachers, Content Coaches, Math Intervention Teacher, Special-Education Teachers

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Activity - Professional Development for Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in PLC meetings to use assessment data to determine how to differentiate instruction for different learners(content, process, product etc.) Professional learning dialogues will be facilitated by content coaches, teachers leaders, and school/district leaders.	Professional Learning	Tier 1	Implement	02/26/2014	06/28/2019	\$0	No Funding Required	Teachers, Content Coaches, Special Education and Intervention Teachers, Administrators

Activity - Implementation of Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive assistance from Instructional and Mathematics content coaches in interpreting data from artifacts and designing approaches to improve student achievement and instruction. Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	No Funding Required, MI-Excel	Administration, Math Teachers, Instructional and Content Coach

Activity - Monitoring and Evaluation of Differentiated Instruction Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Building administrators will monitor the implementation of differentiation strategies through the review of lesson plans, conducting walkthroughs, and evaluations, in order to determine the professional learning needs of teachers. Data will be aggregated and reviewed (at least quarterly) by school and leaders to monitor implementation of improvement plans and the impact on student learning.	Monitor	Tier 1	Implement	01/06/2014	06/28/2019	\$0	No Funding Required	Building administrators
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Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Interventionist will work with students during the day to increase student achievement.	Academic Support Program	Tier 2	Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	Math Interventionist

Activity - Supplemental Content Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS math teachers will conduct 30-60 minutes of daily supplemental instruction and 30-45 minutes in Math Advisory/MTSS (multi-tiered student support) Tutoring Lab.	Academic Support Program	Tier 1	Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	Math Teachers

Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PHS students will participate in extended learning opportunities on field trips that teach financial literacy.	Field Trip	Tier 1	Implement	08/04/2014	06/28/2019	\$0	Title I Schoolwide	Math Teachers Tutors

Strategy 4:

IRRE: Engagement, Alignment, Rigor - All teachers will incorporate the IRRE (Institute for Research and Development) EAR (Engagement, Alignment, Rigor) strategies in all content areas. All teachers will integrate the 12 EAR strategies in their lesson plans on a weekly basis.

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Category: Mathematics

Research Cited: Adena M. Klem, and James P. Connell. Relationships Matter: Linking Teacher Support to Student Engagement and Achievement. Institute for Research and Reform in Education, 2003

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Connell, J.P., & Klem, A.M. You Can Get There from Here: Using a Theory of Change Approach to Plan Urban Education Reform. Journal of Educational and Psychological Consulting, 2000.

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Deci, E.L., Early, D.M., Aber, J.L, Ryan, R.M., Berg, J.K., Alicea, S. & Si, Y. Impact of Every Classroom, Every Day on High School Student Achievement: Report From a School Randomized Trial. Institute of Education Sciences, U.S. Department of Education, 2013

Levin, H., Belfield, C., Muennig, P. & Rouse, C. The Costs and Benefits of an Excellent Education for All of America's Children. Teachers College, Columbia University, 2006.

Tier: Tier 1

Activity - Professional Development for IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

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Activity - Implementation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Monitoring of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Activity - Evaluation of IRRE EAR Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	Other	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
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Goal 8: BUDGET - All students at Pontiac High School will be provided with a safe and supportive environment in which to excel through the attainment of high quality administration, instructional staff, instructional resources and school infrastructure

Measurable Objective 1:

demonstrate student proficiency (pass rate) of 85% in all areas by 06/28/2019 as measured by State Assessment.

Strategy 1:

Attainment, Development, Support and Retention of High Quality Administration - The district will attain and retain school principal leaders and corresponding leader support team that will effectively lead a schools' instructional staff in improving student achievement according to State Assessment by:

- Promoting collaborative problem solving and open communication
- Collecting, analyzing, and using data to identify school needs
- Using data to identify and plan for needed changes in the instructional program
- Implementing and monitoring the school improvement plan
- Using systems thinking to establish a clear focus on attaining student achievement goals
- Managing daily operations of the school

Category: Other - Administration

Tier: Tier 1

Activity - Attainment of a Principal Leader	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac High School

Pontiac Schools will retain principal leaders who will effectively lead a school in improving student achievement according to State Assessment.	Recruitment and Retention	Tier 1	Monitor	07/01/2016	06/28/2019	\$400000	Other	Human Resources, Curriculum Offices
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Activity - Support and Retention - School Office	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools and the Principal Leader will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Recruitment and Retention, Materials	Tier 1	Monitor	07/01/2016	06/28/2019	\$150000	Other	Human Resources, Principal Leaders

Activity - Development of Administrative Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$75000	Other	Human Resources, Curriculum, Principal Leaders

Strategy 2:

Attainment, Development, Support and Retention of High Quality Instructional, Support and Career/College Readiness Staff /Materials/Resources/Programs - The district will attain, develop, support and retain High Quality Instructional Staff (and needed/supplementary Instructional/Assessment/Monitoring Supplies, Materials and Resources) that will effectively work collaboratively with their school principal leader and corresponding leader support team in improving student achievement according to State Assessment.

Category: Other - School Staffing, Programs, Instructional/Assessment/Monitoring Supplies, Materials and Resources

Tier: Tier 1

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Activity - Attainment and Support of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools and the Principal Leader will attain and retain an Instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Recruitment and Retention, Academic Support Program, Materials, Supplemental Materials, Direct Instruction, Career Preparation /Orientation	Tier 1	Monitor	07/01/2016	06/28/2019	\$2000000	Other	Human Resources, Principal Leader, Curriculum, Grant Offices

Activity - Development of Instructional/Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools and the Principal Leader will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$100000	Other	Human Resources, Curriculum, Principal Leaders

Strategy 3:

Attainment and Maintenance of High Quality School Infrastructures and Systems - The district will assure that all school infrastructures and systems required for improvement of student achievement according to State Assessment are adequately and effectively in place.

Category: Other - Operational Services and Academic Support Program

Tier: Tier 1

Activity - Attainment and Maintenance of Operational Services and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Other - Operational Services, Technology	Tier 1	Monitor	07/01/2016	06/28/2019	\$0	Other	District administration
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Activity - Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Materials, Supplemental Materials, Career Preparation /Orientation	Tier 1	Monitor	07/01/2016	06/28/2019	\$350000	Other	Principal Leaders Curriculum, Student Services Offices

Strategy 4:

Student, Parent and Community Engagement and Involvement - The district will provide student, parent, and community opportunities for engagement and involvement through events and materials that will reinforce improvement in student achievement according to State Assessment.

Category: Other - - Engagement and Involvement Tier

Tier: Tier 1

Activity - Positive Behavioral Intervention & Supports Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Principal Leader and Staff will provide students and parents with information on behavioral intervention program (PIC-Phoenix Intervention center) and resources conducive in improving student behavior and achievement.	Behavioral Support Program, Parent Involvement, Materials, Supplemental Materials, Community Engagement	Tier 1	Monitor	07/01/2016	06/28/2019	\$4500	Other	Principal Leaders and School Staff
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Activity - Parent Events and Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal Leader and Staff will provide parents with information on events and resources conducive in improving student achievement.	Parent Involvement, Professional Learning, Supplemental Materials, Community Engagement	Tier 1	Monitor	07/01/2016	06/28/2019	\$7804	Other	Principal Leaders and School Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Attainment and Maintenance of Operational Services and Resources	Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.	Other - Operational Services, Technology	Tier 1	Monitor	07/01/2016	06/28/2019	\$0	District administration
Implementation: Recruitment of New Staff	In cooperation with district and school leaders will participate in and implement outreach activities to recruit HQ staff for open positions through job fairs hosted at the building, including information on school website. Recruitment will continue to fill vacant positions as they occur.	Recruitment and Retention		Implement	01/06/2014	06/28/2019	\$0	District and building staff
Attain and Maintain School Completion and Advancement Programs, Materials and Resources	Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement.	Academic Support Program, Materials, Supplemental Materials, Career Preparation /Orientation	Tier 1	Monitor	07/01/2016	06/28/2019	\$350000	Principal Leaders Curriculum, Student Services Offices
Implementation: Removal of Staff	Building administrators will recommend removal of staff who have been given multiple opportunities to improve but have not effectively increased student outcomes and who have not met criteria based on the teacher evaluation system.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Building Administration, District leadership
Support and Retention - School Office	Pontiac Schools and the Principal Leader will support and retain a main office staff (along with office supplies/materials/resources) that will effectively and collaboratively work with a principal leader in managing the school.	Recruitment and Retention, Materials	Tier 1	Monitor	07/01/2016	06/28/2019	\$150000	Human Resources, Principal Leaders

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Positive Behavioral Intervention & Supports Events and Resources	Principal Leader and Staff will provide students and parents with information on behavioral intervention program (PIC-Phoenix Intervention center) and resources conducive in improving student behavior and achievement.	Behavioral Support Program, Parent Involvement, Materials, Supplemental Materials, Community Engagement	Tier 1	Monitor	07/01/2016	06/28/2019	\$4500	Principal Leaders and School Staff
Evaluation of IRRE EAR Strategies	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation: Evaluate Teachers	Building administrators will evaluate teachers for effectiveness.	Recruitment and Retention		Implement	02/17/2014	06/28/2019	\$0	Building administrators
Getting Ready: Input on Creative Rewards	Building administrators and school leaders will seek stakeholder input on creative ways to reward staff who have been effective at raising student achievement and at implementing the instructional program.	Teacher Collaboration		Implement	02/26/2014	06/28/2019	\$0	Building administrators, building staff
Getting Ready: Training the Trainer	Teacher leaders will participate in district provided training to become teacher leaders who will then serve as trainers on the ILC process in use. Training and updating new staff will continue throughout the 2018-19 school year.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	building staff and Oakland Schools
Implementation of IRRE EAR Strategies	All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation: Locating Students	Graduation Alliance staff will use the current drop-out lists and go into the community to locate drop-outs and encourage them to enroll in the program.	Academic Support Program		Implement	02/12/2014	06/28/2019	\$0	Graduation Alliance staff

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Professional Development for IRRE EAR Strategies	Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Development of Administrative Staff	Pontiac Schools will provide professional learning to school administrative staff in order to provide increased school leadership and management.	Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$75000	Human Resources, Curriculum, Principal Leaders
Implementation of IRRE EAR Strategies	All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Getting Ready: Staff Preparation for New Evaluation System	Building administrators will provide timely professional development to describe the new evaluation process, timelines, and expectations, including updates and changes as determined by MDE and PSD. District will provide teachers with copies of criteria for attaining tenure, Evaluation Rubrics and models, and other compliance mandates. Updates will be provided to new star on a timely basis.	Recruitment and Retention		Implement	02/03/2014	06/28/2019	\$0	Building administrators
Monitoring of IRRE EAR Strategies	The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Development of Instructional/Support Staff	Pontiac Schools and the Principal Leader will provide professional learning to school instructional/support staff needed in improving student achievement.	Professional Learning	Tier 1	Monitor	07/01/2016	06/28/2019	\$100000	Human Resources, Curriculum, Principal Leaders

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Evaluation of IRRE EAR Strategies	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Attainment of a Principal Leader	Pontiac Schools will retain principal leaders who will effectively lead a school in improving student achievement according to State Assessment.	Recruitment and Retention	Tier 1	Monitor	07/01/2016	06/28/2019	\$400000	Human Resources, Curriculum Offices
Implementation: Instructional Learning Cycle Process	Teachers/PLCs will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.	Direct Instruction		Implement	09/03/2013	06/28/2019	\$0	building staff
Getting Ready: Participate in District-Wide Curriculum Committee	Building representative will participate in the district-wide curriculum committee to support and oversee building level implementation of the district's instructional program.	Policy and Process		Implement	02/26/2014	06/28/2019	\$0	building staff
Getting Ready: Informational Meetings	Graduation Alliance will conduct informational meetings to establish process and protocols with school administrators and counselors.	Academic Support Program		Implement	02/12/2014	06/28/2019	\$0	Graduation Alliance staff, school administrators, counselors
Implementation: Common Core Units	Math and ELA/literacy teachers will continue implementing all Common Core units/MAISA Units/Atlas Rubicon and Big Ideas and sharing results, feedback, and reflections with PLC teams.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Math and ELA/literacy teachers
Monitoring/Evaluating: Identify Monthly Outcomes on Essential Skills	Teachers/PLCs will identify monthly outcomes on "essential skills", gather student performance data on mastery of identified skills, review progress and modify instruction, as needed, to support student learning.	Teacher Collaboration		Implement	09/03/2013	06/28/2019	\$0	building staff

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Implementation of IRRE EAR Strategies	All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Attainment and Support of Instructional/Support Staff	Pontiac Schools and the Principal Leader will attain and retain an Instructional/Support staff (along with instructional supplies/materials/programs/resources/assessment-monitoring system) that will effectively and collaboratively work with a principal leader in improving student achievement.	Recruitment and Retention, Academic Support Program, Materials, Supplemental Materials, Direct Instruction, Career Preparation /Orientation	Tier 1	Monitor	07/01/2016	06/28/2019	\$2000000	Human Resources, Principal Leader, Curriculum, Grant Offices
Implementation: Training of Trainers Model	Building teachers will implement/engage in professional development through a Training of Trainers model for selected PD topics that support implementation of educational reform initiatives.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	District staff, building staff, ISD support, content and instructional coaches.
Evaluation of IRRE EAR Strategies	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Getting Ready: Curriculum Professional Development	All instructional staff (general ed, special ed, special populations) will participate in district professional development on the changes to the district's curriculum, understanding the content and process standards of the Common Core State Standards, as appropriate, designing & delivering effective lessons.	Professional Learning		Implement	02/26/2014	06/28/2019	\$0	instructional staff

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Implementation: Screen Existing Staff	School leadership and administration will participate in a collaborative process to screen existing teachers for effectiveness based on the district's identified professional competencies.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Building administrators
Monitoring/Evaluating: Share Data	Schools will share data on student academic progress with stakeholders and will display summary data in classrooms and/or the school, as appropriate, to make the progress of the school visible to the school community. (Data Walls, newsletters, websites, quarterly monitoring reports, and others as determined by the schools).	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	building staff
Monitoring of IRRE EAR Strategies	The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Getting Ready: Review Data	School leaders will collect and review data on the delivered curriculum (instructional audits) to determine alignment to the expected curriculum (district's curriculum/state standards).	Curriculum Development		Implement	02/26/2014	06/28/2019	\$0	School leaders, building staff
Implementation: Core Content Teachers	Core Content Teachers will continue implementing Blended Learning in grades 9, 10, 11 and 12, during the 2018-2019 school year.	Academic Support Program	Tier 1		02/14/2014	06/28/2019	\$0	Core Content Teachers
Professional Development for IRRE EAR Strategies	Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation of IRRE EAR Strategies	All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

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Professional Development for IRRE EAR Strategies	Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation: Using Results of Annual Educator	Building administrators and building staff will use the results of annual educator evaluations, along with other data on professional practice to design individual plans for professional growth.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	Building administrators, building staff
Getting Ready: Communicate Identified Grade Level Essential Skills	Building staff will communicate the identified "essential skills" for each grade level/course that will drive the assessed and delivered curriculum and will be monitored at least quarterly. New staff will be informed when they start their position.	Curriculum Development		Implement	02/26/2014	06/28/2019	\$0	building staff
Monitoring and Evaluation: Online Assessment MME	Graduation Alliance will provide online assessments, and students will participate in state assessment during identified testing window.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Graduation Alliance staff and counselors
Professional Development for IRRE EAR Strategies	Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation of IRRE EAR Strategies	All instructional staff will incorporate the 12 IRRE EAR strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

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Monitoring of IRRE EAR Strategies	The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Monitoring of IRRE EAR Strategies	The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Monitoring of IRRE EAR Strategies	The principal and department chairs will monitor lesson plans for the strategy inclusion of the 12 IRRE EAR strategies.	Monitor	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation: SAT Prep Program	PHS/ITA will continue to implement an SAT prep program that includes the following steps: 1) administration of a decommissioned SAT or PSAT test as a pre-test; 2) analysis and use of the results to collaboratively identify gaps in student learning and design mini-lessons to address identified needs; 3) targeted teaching to identified skills/concepts; and 4) use of formative assessments to guide instruction and monitor student progress toward mastery of SAT tested concepts and skills.	Academic Support Program	Tier 1	Implement	09/03/2013	06/28/2019	\$0	building staff
Getting Ready: Balanced Scedule	Administration and staff, in collaboration with the district will balance the school schedule, balance class size and teacher loads to provide an equitable learning environment to teachers and students.	Getting Ready		Implement	02/26/2014	06/28/2019	\$0	School and District Administration

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Getting Ready: Teacher Self-Reflection and Goal Setting	The school leadership will incorporate opportunities for teacher self-reflection and goal setting into the evaluation system.	Recruitment and Retention		Implement	02/26/2014	06/28/2019	\$0	School leadership and administration
Monitor/Evaluation: Student Progress and Implementation	Core Content Teachers, building administrators, and the Student Engagement Team (SET) will collect and analyze data on student learning (pre/post assessments) and on staff implementation of Blended Learning to assess the impact and inform the plan for expanded implementation.	Teacher Collaboration			03/24/2014	06/28/2019	\$0	building staff and Student Engagement Team (SET)
Instruction: Writing Strategies/Writing Process	Certified English teachers will provide targeted instruction in writing strategies/writing process to the ELL/ESL students at levels 2 and 3.	Direct Instruction	Tier 2	Implement	09/05/2017	06/28/2019	\$0	Certified English teachers, ESL/ELL teachers and tutors.
Evaluation of IRRE EAR Strategies	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Instruction: Language Development and Academic Reading Strategies	ELL/ESL teacher will provide targeted instruction in language development and academic reading strategies to ELL/ESL students at all three levels (levels 1, 2, and 3).	Direct Instruction	Tier 2	Implement	09/05/2017	06/28/2019	\$0	ELL/ESL teacher
Superintendent's Drop-out Challenge	The school will identify the lowest quartile of students that are at high risk of dropping out of school. The school will participate in the Superintendent's drop-out Challenge by collecting data on at-risk students who have low attendance rates, high disciplinary rates, and low academic progress rates. Staff will use data from these areas to inform and differentiate instruction.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Building staff, administration, Counselors
Implementation: Continuous Coaching on Instructional Learning Cycles	Teachers will continue to collaborate with content area coaches, IRRE, and instructional coaches for implementation of the ILC.	Professional Learning		Implement	09/01/2013	06/28/2019	\$0	building staff
Implementation: Curriculum Aligned to State Standards	Teachers will implement a guaranteed & viable curriculum that is aligned to State Standards (Common Core) and supports students in becoming college and career ready.	Curriculum Development		Implement	02/26/2014	06/28/2019	\$0	teachers

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Parent Events and Resources	Principal Leader and Staff will provide parents with information on events and resources conducive in improving student achievement.	Parent Involvement, Professional Learning, Supplemental Materials, Community Engagement	Tier 1	Monitor	07/01/2016	06/28/2019	\$7804	Principal Leaders and School Staff
Evaluation of IRRE EAR Strategies	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the 12 IRRE EAR strategies.	Evaluation	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.
Implementation: Instruction	Graduation Alliance will provide netbooks and on-line instruction. Students will meet weekly at a determined site for mentoring and tutoring.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Graduation Alliance staff
Professional Development for IRRE EAR Strategies	Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the 12 IRRE EAR strategies.	Professional Learning	Tier 1	Implement	09/05/2017	06/28/2019	\$300000	All instructional staff, PHS administrators, content coaches, instructional coaches, and IRRE coaches.

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Tutoring	Bilingual Tutors will provide academic support in all core content areas to secondary English Language Learners. 2018-19: Tutors will be provided with information from all applicable PD (e.g., writing process, SIOP).	Implementation, Academic Support Program	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	Bilingual Tutors, ESL/ELL teacher, and core teachers.

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Tutoring	Bilingual tutors provide academic support in all core content areas to secondary English Language Learners.	Academic Support Program	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	Bilingual Tutors, ELL/ESL teacher
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Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development for the Writing Process	All instructional staff will receive training around the steps of the writing process and the appropriate implementation of writing within specific content areas. ELA teachers will work with Instructional and Content Coaches to plan and develop PD for other content areas in the writing process strategy to support implementation of the plan. 2018-19: ELA department will continue collaborating with Social Studies department (with the assistance of both departments' Content and Instructional Coaches) to organize and facilitate the PD for both departments.	Professional Learning	Tier 1	Implement	08/25/2014	06/28/2019	\$0	Principal, Department Chairs, ILT and BTN members, Content and Instructional Coaches 2018-19: Principal, Department Chairs, Content and Instructional Coaches, and ILT and BTN members
Getting Ready: Design Professional Learning Topics	School will partner with external service providers to deliver PD on topics that support implementation of educational reform initiatives articulate in the SIP.	Professional Learning		Implement	12/20/2013	06/28/2019	\$0	District staff, ISD support, content and instructional coaches, MEMPSA, McGraw-Hill, and other vendors as appropriate.

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PBL Training PD	PHS, PMS & ITA teachers and staff will attend professional development for retraining for returning PHS,PMS & ITA staff on Project-based learning, 21st century learning skills. Administrators will secure ongoing training for staff on new technology, hardware and software, applications, etc.	Professional Learning			09/01/2013	06/28/2019	\$0	Administrators and Staff
Professional Development for Text Annotation	There will be ongoing training in what annotating text means, methods of using the strategy, and how to use explicit instruction to implement the close and critical reading protocol for annotating text (marking, highlighting, etc). All training will be aligned to the CCSS to increase student comprehension of complex text. 2018-19 (as designed in/applicable to the MAISA Units of Study): Department members suggested that ELA teachers could collaborate with the other content areas to support building- wide implementation of annotating text using the MAISA Units of Study.	Implementation, Professional Learning	Tier 1	Implement	09/15/2015	06/28/2019	\$0	Principals, department chairs 2018-19: : Principals, Department Chairs and ILT and BTN Members
Getting Ready: Establish Professional Learning Communities	School leaders and teachers will establish and maintain PLC's within their school as the primary means by which staff will engage in job-embedded professional development.	Professional Learning		Implement	12/01/2013	06/28/2019	\$0	District and building administration and staff, ISD support, content coaches, instructional coaches
Professional Development for Effective Instructional	Science teachers will receive training around the writing of scientific lab reports; classroom discourse; engaging in arguments from evidence; developing and using models; constructing explanations (constructed response); obtaining, evaluating and communicating information; designing and carrying out investigations; and engaging students.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Curriculum Director, Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.
Professional Development for Inquiry-Based Curriculum	All science teachers will have on-going professional development to further teacher understanding of inquiry-based curriculum.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal, Science Department Chair and Science Coach.

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Getting Ready: Training	PHS staff will participate in district provided professional development on the Blended Learning (using ChromeBooks) approach, continued training throughout the year. Staff will participate in building level training and learning groups.	Professional Learning		Implement	03/24/2014	06/28/2019	\$0	building staff
Getting Ready: Training to Engage Students	Staff will participate in building and district trainings in strategies for re-engaging students in their learning, including how to: a. Create a sense of trust and open communication with students b. Provide support and direction in their relationships with students c. Design lessons that provide students opportunities for meaningful application of learning. d. Engage students in decision making. PHS will utilize the SET (Student Engagement Team) to increase student engagement.	Professional Learning		Implement	01/06/2014	06/28/2019	\$0	Administrators, Building staff
Professional Development for Content Area Literacy	The district will partner with Oakland Schools to provide to teachers professional development on the research-based content literacy practices, effective vocabulary instruction, and strategies for teaching evidence based arguments.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	District staff, Oakland Schools, social studies teachers
Professional Development for Informational Writing	All instructional staff will receive training around the appropriate implementation of writing in the modes of informational/explanatory and argumentative/persuasive writing as well as constructed response.	Professional Learning	Tier 1	Implement	01/15/2015	06/28/2019	\$0	Principal, ELA Department Chair, Content and Instructional Coaches, and ILT and BTN members
Professional Development for Manipulatives and Instructional Resources	All staff will receive training on how to plan, develop, and teach content using instructional resources to support student learning of mathematical concepts through multiple representations and technology integration (BL, and PBL).	Professional Learning	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Coaches, Instructional Staff
Getting Ready: Technology Training	Staff will participate in district and building level ongoing professional development on the technology required to support Blended Learning (using ChromeBooks) in classroom and on the curriculum.	Professional Learning		Implement	03/24/2014	06/28/2019	\$25000	building staff

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Monitoring/Evaluation of Professional Learning Communities	Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use teacher implementation data and student results data to inform and differentiate instruction, reflect upon the quality of instruction, and analyze evidence of student learning. This process is embedded in the Instructional Learning Cycle.	Professional Learning	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Social studies teachers, content coaches
Professional Development for Instructional Supports Strategies	Staff will participate in professional learning activities, such as workshops, in-services, collaborative planning, including job-embedded PD delivered through PLCs, on different ways to support instruction for students who are performing below grade level in math, or need specialized instruction in small groups or one-on-one, in Advisory Math Lab, MTSS (multi-tiered student support).	Professional Learning	Tier 1	Implement	02/26/2014	06/28/2019	\$0	Teachers, Content Coaches, Administrators
Professional Development for Summarization	Ongoing training will be provided to improve teacher understanding around explicit instruction for summarizing as evidence of learning. Teachers will develop/select appropriate common rubric to use in summarization activities. 2018-19: Additional PD is needed (through OS) with this strategy to accommodate new staff and/or long-term subs. Point of concern: As evidenced by the ILC assessment results, students still are (by and large) unable to summarize accurately, which leads to the assumption that we need additional professional development and regular monitoring of our instructional practices.	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$3000	Principal, Department Chairs, members of the ILT and the BTN
Professional Development for Text Structure	Teachers will learn and implement the Close and Critical Reading Protocol/ Text Structure in all content areas. Coaches will provide support with the inclusion of the strategy in common planning, instructional delivery, assessment development/data collection and analysis. There will be ongoing training to further teacher understanding of the explicit instruction for the Text Structure strategy. Usable material will be provided for teachers. 2018-19 (as designed in/applicable to the MAISA Units of Study): ELA department members would like to collaborate with the other content areas to create building-wide instructional plans as how to teach identifying, analyzing and constructing various text structures. Department agrees that students would benefit from such instruction early in the school year to increase comprehension.	Professional Learning	Tier 1	Implement	01/20/2014	06/28/2019	\$0	Principals, Department Chairs, ILT and BTN Members, Content and Instructional Coaches

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Implementation: Coaching Support	School leaders at PMS, PHS and ITA will continue to provide teachers with coaching services to support teachers in implementing the ILC process including implementation of the project-based curriculum, designing effective instruction, using assessment data, and incorporating the use of technology as a tool for learning.	Professional Learning		Implement	01/01/2014	06/28/2019	\$0	District and school leaders
Getting Ready: Training to Engage Students	Staff will participate in training in strategies for re-engaging students in their learning, including how to: a. Create a sense of trust and open communication with students. b. Provide support and direction in their relationships with students. c. Design lessons that provide students opportunities for meaningful application of learning. d. Engage students in decision-making. PHS will utilize the SET (Student Engagement Team) to increase student engagement.	Professional Learning		Implement	01/06/2014	06/28/2019	\$0	Administration, building staff, content and instructional coaches
Monitoring and Evaluation of Data on Instruction	Administrators and staff will collect data on instruction to monitor implementation of the district's curriculum and effectiveness of instruction and will use the data to identify and provide professional supports to teachers. Data will be aggregated and reviewed every marking period/according to the ILC to monitor the impact of instruction on student learning.	Walkthrough	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Teachers, Content Coaches, Administrators
Professional Development for Content Literacy Strategies	Science teachers will be trained in using content literacy strategies to enhance understanding of content material. Supplemental instruction will include differentiation for special populations.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	District Administrator, Principal(s), External Consultant, Content and Instructional Coaches.
Professional Development for Vocabulary Development	All instructional staff will receive initial training in the explicit instruction and implementation of Vocabulary Development activities. There will be ongoing training to further teacher understanding of the research-based instructional delivery and student expectation for vocabulary strategy which will include differentiation by content, process, and product and small group settings for instruction. Building Academic Vocabulary: Teachers Manual. \$30.00 x 100= 3000 The accompanying videos will be used during PD.	Professional Learning	Tier 1	Implement	03/01/2014	06/28/2019	\$3250	Principals, Department Chairs

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Getting Ready: Job-Embedded Professional Development	School leaders and instructional staff will receive job-embedded professional development on the elements of effective instruction and protocols/processes for improving instruction, including: a.) Culturally Responsive Teaching b.) Data Analysis in Instructional Learning Cycles c.) Instructional Core d.) Visible Learning (Hattie) e.) Instructional Rounds f.) Lesson studies g.) HOTS, DOK, KUD incorporated into lesson plans h.) PLC i.) Educator Evaluation Tool j.) Evaluation and training for implementation of SIP and DIP k.) Evaluation and training for Charlotte Danielson model	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	District and Building administrators, External consultants, Coaches, ISD consultants, Suppliers
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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Evaluation of Blended Learning	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the BL model.	Evaluation	Tier 1	Implement	09/09/2014	06/28/2019	\$0	PHS administrators, instructional and content area coaches.
Infrastructure for Implementation	Science teachers will use equipment, instructional material, contracted services for OLSHA standards compliance, and plumbing/electrical updates to effectively teach an inquiry-based curriculum.	Implementation	Tier 1	Implement	07/01/2016	06/28/2019	\$0	Central Office Administrator(s), Principal, Science Department Chair, and Contractors

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Monitoring/Evaluation of Administrator Feedback	Building administrators will monitor social studies classroom instruction and conduct walkthroughs looking for evidence of content-specific evidence-based thinking and writing. Building administrators will also provide constructive and timely feedback to the teachers regarding PLC and ILC implementation. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Building administrators, ILT and BTN members
Best Practices for Engagement: Intervention	Content area (social studies) teachers will provide additional intervention time to all students through an advisory period/MTSS (multi-tiered student support). This increases the amount of academic support students receive thereby increasing student engagement.	Academic Support Program	Tier 1	Implement	09/09/2014	06/28/2019	\$0	Social Studies teachers
Monitoring of Project-Based Learning	The principal and department chairs will monitor lesson plans for the strategy inclusion of the PBL model.	Monitor	Tier 1	Implement	03/02/2015	06/28/2019	\$0	All core area teachers, administrators, department chairs, content coaches, and instructional coaches.
Professional Development for Project-Based Learning	Ongoing training will be provided to improve teachers' understanding of the Project-Based Learning model.	Professional Learning	Tier 1	Implement	03/02/2015	06/28/2019	\$0	PHS Teachers, administrators, instructional and content area coaches, OS.
Implementation: Co-Teaching	The Co-Teaching Model addresses the needs of special education students in regular core content classrooms. Co-teachers provide additional support in an inclusion classroom to students with IEPs as well as to students performing below grade level. It will be initiated with extensive professional development to support and plan for successful implementation.	Academic Support Program		Implement	09/03/2013	06/28/2019	\$0	administration, special education department head/teacher consultant, and building staff

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Professional Development for Blended Learning	Ongoing training will be provided to improve new and/or long-term substitute teachers' understanding of the Blended Learning model.	Professional Learning	Tier 1	Implement	09/09/2014	06/28/2019	\$0	PHS Teachers, administrators, instructional and content area coaches, OS.
Monitoring of Project-Based Learning	The principal and department chairs will monitor lesson plans for the strategy inclusion of the PBL model.	Monitor	Tier 1	Implement	03/02/2015	06/28/2019	\$0	PHS administrators, department chairs, content coaches, and instructional coaches.
Monitoring of Blended Learning	The principal and department chairs will monitor lesson plans for the strategy inclusion of the BL model.	Monitor	Tier 1	Implement	09/09/2014	06/28/2019	\$0	PHS administrators, department chairs, content coaches, and instructional coaches.
Evaluation of Project-Based Learning	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the PBL model.	Evaluation	Tier 1	Implement	03/02/2015	06/28/2019	\$0	PHS administrators, content coaches, and instructional coaches.
Professional Development for Best Practices for Engagement	Social studies teachers will engage in professional learning surrounding a set of best practices and strategies to increase student achievement and engagement (BL and PBL approaches), inquiry-based, problem-driven instruction, culturally-responsive instruction, technology tools, and differentiation strategies. The district, in collaboration with Oakland Schools, will provide these professional learning opportunities.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	District staff, Oakland schools, content coaches

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Implementation of Technology Strategies for Engagement	Social Studies teachers will use BL-and-PBL-based strategies and technology to engage all learners in authentic learning activities that allow them to collaborate, construct knowledge and develop solutions to real-world problems.	Implementation, Direct Instruction	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Social studies teachers, the SET (Student Engagement) team
Evaluation of Project-Based Learning	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the PBL model.	Evaluation	Tier 1	Implement	03/02/2015	06/28/2019	\$0	PHS administrators, content coaches, and instructional coaches.
Professional Development for Blended Learning	Ongoing training will be provided to improve teachers' understanding of the Blended Learning model.	Professional Learning	Tier 1	Implement	09/09/2014	06/28/2019	\$0	PHS Teachers, administrators, instructional and content area coaches, OS.
Implementation of Blended Learning	All core content area staff will incorporate BL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/09/2014	06/28/2019	\$0	All core area teachers, administrators, content coaches, and instructional coaches.
Getting Ready: Electronic Evaluation System Training	The school will participate in training to understand and implement the use of the electronic evaluation system, purchased by the district, to gather and compile data used for educator evaluations.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	District staff
Monitoring of Blended Learning	The principal and department chairs will monitor lesson plans for the strategy inclusion of the BL model.	Monitor	Tier 1	Implement	09/09/2014	06/28/2019	\$0	Core area teachers, administrators, department chairs, instructional and content area coaches.

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Professional Development for Project-Based Learning	Ongoing training will be provided to improve current, new, and long-term substitute teachers' understanding of the Project-Based Learning model.	Professional Learning	Tier 1	Implement	03/02/2015	06/28/2019	\$0	PHS Teachers, administrators, instructional and content area coaches, OS.
Maintaining a PBIS Team	PHS will evaluate the work of a PBIS team comprised of administrators, teachers, students, parents, and support staff.	Behavioral Support Program	Tier 1	Evaluate	02/26/2014	06/28/2019	\$0	Building staff, PBIS team
Curriculum	Review and redesign course offerings to accommodate accelerated learning needs of students.	Curriculum Development		Implement	03/03/2014	06/28/2019	\$0	Curriculum Leaders
Behavior Support System	PHS will maintain the PBIS matrix based on PSD "Student Code of Conduct" with clearly articulated expectations and consequences. PHS will also use hallway procedures (active hall duty), various incentives (block party, etc.) and the 3B's matrix: "Be Safe, Be Respectful, Be responsible" to improve student behavior.	Policy and Process	Tier 1	Evaluate	02/26/2014	06/28/2019	\$0	District and building staff
Implementation of Next Generation Science Standards	Science teachers will incorporate the NGSS into their lessons and will work on further alignment of the curriculum to the NGSS (with the assistance of content coach).	Implementation, Professional Learning	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	District Administrator, Principal(s), Science Department Chair, Science Teachers, Content Coach.
Evaluation of Blended Learning	PHS administration will analyze students' work samples to gather data on teacher participation and the effectiveness of the BL model.	Evaluation	Tier 1	Implement	09/09/2014	06/28/2019	\$0	PHS administrators, content coaches, and instructional coaches.
Infrastructure	Purchase additional wireless access points to ensure that students can access online learning needed to support PBL curriculum. Purchase replacement Chromebooks and protective covers.	Technology		Implement	09/01/2013	06/28/2019	\$0	District Administrators

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Instructional Materials	PHS will select teacher representatives to participate on the district-wide committee to analyze and select instructional resources: Big Ideas, Blended Learning, and PBL that align to the district curriculum in order to teach the CCSS-M concepts, skills, and practices. PHS math department will also meet every month throughout the school year to analyze instructional resources that align to the district curriculum.	Materials	Tier 1	Implement	10/30/2013	06/28/2019	\$0	District and building staff
Implementation of Formative and Summative Assessment Development	Social Studies teachers will collaborate with each other to create common formative and summative assessments that correspond with Instructional Learning Cycles (with the support of an instructional coach and a content coach).	Implementation, Teacher Collaboration	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Social studies teachers, district staff, content and instructional coaches
Monitoring/Evaluation of Administrative Support	Building administrators will provide feedback to Social Studies teachers regarding curriculum implementation, PLC work, lesson plan development, and Instructional Learning Cycle documentation. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Building administrators, ILT and BTN members
Monitoring/Evaluation of Administrative Support	Building administrators will conduct walkthroughs looking for evidence of student engagement as well as effective classroom instruction rooted in best practices. Additionally, building administrators will monitor professional behavior in PLC/ILC meetings and provide effective feedback on classroom instruction. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Building administrators, ILT and BTN members
Implementation of Project-Based Learning	All core content area staff will incorporate PBL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	03/02/2015	06/28/2019	\$0	All core area teachers, administrators, content coaches, and instructional coaches.

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Implementation of Project-Based Learning	All core content area staff will incorporate PBL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	03/02/2015	06/28/2019	\$0	All core area teachers, administrators, content coaches, and instructional coaches.
Implementation of Instructional Learning Cycles	Social Studies teachers will implement Instructional Learning Cycles with fidelity. Social Studies teachers will use this process to engage in differentiated instruction that is aligned with curriculum benchmarks, Common Core, NWEA learning targets, and that prepares students for PSAT/SAT/ACT WorkKeys.	Implementation, Teacher Collaboration	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Social studies teachers, content and instructional coaches
Monitoring/Evaluation of Administrator Feedback	Building administrators will monitor classroom instruction and conduct walkthroughs, looking for evidence of embedded content area literacy practices. They will also provide feedback on PLC work and the implementation of the Instructional Learning Cycle. Data will be aggregated and reviewed, at least quarterly, by school leaders to monitor implementation of the plan and the impact on student learning and to make adjustments as needed.	Walkthrough	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Building administrators, ILT and BTN members
Professional Development for Evidence-Based Thinking and Writing	Social Studies teachers will engage in ongoing professional development in the areas of evidenced-based thinking and writing. The district will partner with Oakland Schools in order to provide the professional development, and content area coaches will provide support.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Social studies teachers, district staff, Oakland Schools, content area coaches
Implementation of Quality Instruction	Social Studies teachers will consistently use direct instruction, modeling, guided practice, independent practice, and feedback to increase content area literacy. Instructional coaches will provide content area support.	Implementation, Direct Instruction	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Social studies teachers, instructional coaches
Implementation of Blended Learning	All core content area staff will incorporate BL strategies into their weekly lessons.	Implementation, Direct Instruction	Tier 1	Monitor	09/09/2014	06/28/2019	\$0	All core area teachers, administrators, content coaches, and instructional coaches.

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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Interventionist	PHS will utilize the services of Behavior Interventionist (PIC-Phoenix Intervention Center) to address student behavior and its alignment with/adherence to the school district code of conduct and support of a positive building culture and climate.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Behavior Interventionist
Literacy Intervention	Instructional coach will work with teachers on cross-curriculum literacy strategies to increase student achievement. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Implement	08/04/2014	06/28/2019	\$0	Instructional coach
Monitoring: Implementation of "Increase Building Instructional Time"	The implementation stage ended. The implementation of "Increase Building Instructional Time" will be evaluated by looking at lesson plans, curriculum descriptions used for the extended school year, students' needs and teacher data team discussions centered around student work samples and student growth.	Monitor		Evaluate	10/01/2013	06/29/2018	\$0	Intervention math teacher, building administration, school board, superintendent, and union.
Additional School Days & Extended School Schedule	The implementation stage ended. PHS no longer implements a balanced school calendar.	Academic Support Program		Evaluate	06/16/2014	06/29/2018	\$0	Administration, building staff
Promethean Board Instruction	PHS teachers will continue using the Promethean Board as a tool to increase student engagement and advance student growth, demonstrations from teachers, observations, and support from district, and company will be utilized.	Monitor		Implement	10/01/2013	06/28/2019	\$0	Building Staff

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Implementation: Additional Instructional Support	SE teachers and paraprofessionals and bilingual tutors will provide individualized academic support in content areas (Math and ESL). They will provide assistance to struggling/SE and/or bilingual students to assist with understanding of concepts/skills.	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	Administration, content teachers (Math, ESL), intervention math teacher, SE teachers and paraprofessionals and bilingual tutors
Supplemental Content Instruction	PHS math teachers will conduct 30-60 minutes of daily supplemental instruction and 30-45 minutes in Math Advisory/MTSS (multi-tiered student support) Tutoring Lab.	Academic Support Program	Tier 1	Implement	08/04/2014	06/28/2019	\$0	Math Teachers
Homeless Support	Homeless students are referred to At-Risk Social Worker for evaluation of needs. The At-Risk Social Worker administers interventions and if warranted, forwards student information to either DHS or the Special Education Office for further intervention/testing and for allocation of resources.	Other - Homeless Support	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	At-Risk Social Worker, Special Education Staff, DHS
Implementation: After-School Tutoring Services	The implementation stage ended. Academic intervention for students identified as at risk of failing card marking periods and/or semester; and to re-mediate Math, Writing, Reading skills as identified by the NWEA, SAT, PSAT, ACT WorkKeys. NWEA Map Skills practice during Advisory/Phoenix Rise is used instead.	Academic Support Program		Evaluate	09/01/2013	06/29/2018	\$35000	building staff
Implementation: Title I SW Advisory Council (TAC)	The PTSA will create a TAC which will involve entities working together to plan and provide support for family and community partnerships.	Community Engagement	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	Building staff, Title I SW advisory council
Getting Ready: PD-Establish School wide Common Language and Practice	Provide ongoing PD to develop and implement a proactive approach based on a 3-tiered model of prevention and intervention; to create a common language among staff, students and parents using a school wide behavior expectation matrix; create staff lesson plans to teach appropriate behaviors and social skills; create and implement classroom management strategies to reduce discipline referrals and increase time for instruction; and use of data to guide the design and implementation of behavior supports.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Intervention math teacher, building administration, school board, superintendent, and union.

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Science Intervention	The SET team and the science coach will work with teachers and students on ways to increase student achievement. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Implement	08/24/2016	06/28/2019	\$0	The SET team, science coach
Math Intervention	Math Interventionist will work with students during the day to increase student achievement.	Academic Support Program	Tier 2	Implement	08/04/2014	06/28/2019	\$0	Math Interventionist
Intervention Periods	The implementation stage ended. PHS no longer uses periods of Intervention during the Balanced Calendar to supplement instruction and build student skills.	Getting Ready		Evaluate	08/04/2014	06/29/2018	\$0	Building Administration Building Staff
Getting Ready:PD-Interventions Teaching	All teachers will be provided PD to identify content selection for intervention and selection of intervention strategies. These strategies will be used to create interventions to meet student needs.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Intervention math teacher, building administration, school board, superintendent, and union.
Online Instruction	PHS students will use Online Big Ideas, Moodle, Google Classroom, Successmaker, Khan academy, and Fast Math for online learning. They will also use handheld Casio-Calculators and ChromeBooks.	Implementation, Technology	Tier 1	Implement	08/04/2014	06/28/2019	\$0	Math Teachers Math Interventionist
Literacy Intervention	Instructional Coach will work with teachers on cross-curriculum literacy and vocabulary strategies to increase student achievement. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Monitor	08/04/2014	06/28/2019	\$0	Instructional coach, all instructional staff
Extended Learning Opportunity	PHS students will participate in extended learning opportunities on field trips that teach financial literacy.	Field Trip	Tier 1	Implement	08/04/2014	06/28/2019	\$0	Math Teachers Tutors

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Literacy Intervention	Content and instructional coaches and the SET (Student Engagement Team) will work with PHS teachers and students to help them utilize Moodle, Google classroom, and other resources for online learning. In addition, teachers will provide additional intervention time to all students through MTSS tutoring during an advisory period and/or after-school tutoring. This increases the amount of academic support students receive thereby increasing student engagement.	Professional Learning, Academic Support Program	Tier 2	Implement	08/04/2014	06/28/2019	\$0	All instructional staff, instructional and content coaches, the SET team.
At-Risk Social Worker	PHS will utilize the services of an At-Risk Social Worker to address the social and emotional needs of At-Risk students.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	At-risk Social Worker
Extended Learning Opportunity	PHS students will participate in extended learning opportunities through field trips to The Henry Ford: Biology Outdoor Living, Sustainability: Environmental Management and Responsible Manufacturing. Chemistry: Test Drive Smart Tools. Physics: Technology and Engineering in Auto Racing. Entrance fees and transportation cost to be covered.	Field Trip	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Science teachers and building administration
Classroom Size Reduction	PHS will reduce class size to lower the teacher student ratio for increased individual instruction of students.	Getting Ready		Implement	08/04/2014	06/28/2019	\$0	District Administration Building Administration Building Staff

MI-Excel

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Coaching Support for Content Literacy Strategies	Science content coach will provide support with the content literacy strategies during PLCs (when used for common planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches.

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Coaching Support for Summarization	Instructional and Content Area Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	Principal, Department Chairs, Content area coaches 2018-19: Principal, Department Chairs, Instructional and Content Area coaches, and ILT and BTN members
Coaching Support	Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning		Implement	10/01/2013	06/28/2019	\$0	Administration, Teachers, Building support staff, Content and instructional coaches
Coaching Support for Best Practices for Engagement	Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected target).	Professional Learning	Tier 1	Monitor	01/06/2014	06/28/2019	\$0	Administration, Department Chairs, Teachers, Instructional and Content-area coaches
Implementation of Coaching Support	Content coaches will collaborate with teachers to facilitate teachers' use of successful, research-based instructional strategies including differentiated instruction for diverse learners.	Professional Learning	Tier 1	Monitor	10/01/2013	06/28/2019	\$10	Administration, Math Teachers, Content Coaches

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Coaching Support	Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets. Additional coaching support will be provided by technology, IRRE, OS, and instructional coaches.	Professional Learning		Implement	02/26/2014	06/28/2019	\$0	Administration, Teachers, Building support staff, Content and instructional coaches
Coaching Support for Evidence-Based Thinking and Writing	Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Professional Learning	Tier 1	Implement	01/06/2014	06/28/2019	\$0	Administration, Social Studies Teachers, Instructional and Content Area Coaches
Coaching Support for the Writing Process	Instructional and content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. Teachers will use collaboration time in working with content coaches to examine students' work samples collected from the ILC cycles. Differentiated activities will be developed as enrichment and intervention.	Professional Learning	Tier 1	Monitor	09/23/2013	06/28/2019	\$0	Principal, Department Chairs, Content area coaches 2018-19: Principal, Department Chairs, Instructional and content area coaches, ILT and BTN members

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Coaching Support for Text Annotation	Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis surrounding the use of this strategy. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	09/15/2015	06/28/2019	\$0	Principal, department chairs 2018-19: Principal, Department Chairs, Content and Instructional Coaches and ILT and BTN members
Coaching Support	Content, IRRE, and instructional coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. The coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. The coaches will also provide individual coaching support (centered around coachee/coach selected targets).	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	Administration, Teachers, Coaches
Implementation: Coaching Support	Content, IRRE, and instructional coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLCs, ILCs, building staff meetings, planning sessions. Coaches will also provide individual coaching support (centered around coachee/coach selected targets).	Professional Learning	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	Content, IRRE, and Instructional coaches in conjunction with administration and building staff
Coaching Support for Inquiry-Driven Curriculum	Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered) around teacher/coach selected target.	Professional Learning	Tier 1	Implement	01/06/2014	06/28/2019	\$0	Administration, Department Chairs, Teachers, Instructional and Content-area Coaches

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Coaching Support for Multiple Representations Strategy	Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Professional Learning	Tier 1	Implement	08/26/2013	06/28/2019	\$0	Administration, Teachers, Content Coaches
Coaching Support	Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning		Implement	08/26/2013	06/28/2019	\$0	Administration, teachers, Building support staff, Content and instructional coaches
Coaching Support	Coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. Coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning		Implement	02/26/2014	06/28/2019	\$0	Administration, Building support staff, Teachers, Content and instructional coaches
Coaching Support for Numeracy Knowledge	Science content coach will provide support with the inclusion of numeracy during PLCs (when used for common planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.

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Coaching Support for Effective Instruction	Science content coach will provide support with the inclusion of researched-based instructional strategies during PLCs (when used for common lesson planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, and Content and Instructional Coach.
Coaching Support for Inquiry-Based Instruction	Science Content Coach will provide support for the inquiry-based instruction during PLCs (when used for common planning, assessment development/data collection and analysis, as well as instructional delivery) centered around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.
Implementation of Coaching Support	Staff will receive assistance from Instructional and Mathematics content coaches in interpreting data from artifacts and designing approaches to improve student achievement and instruction. Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Administration, Math Teachers, Instructional and Content Coach
Coaching Support for Text Structure	Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Work will also be done with content area teachers with text structure activities and materials. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	01/27/2014	06/28/2019	\$0	Principals, Department Chairs, Content Coaches, Teachers 2018-19: Principals, Department Chairs, Instructional and Content Coaches and ILT and BTN members

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Coaching Support for Vocabulary Development	Content area and instructional coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans and assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning	Tier 1	Implement	03/01/2014	06/28/2019	\$0	Principals, Department Chairs, Content Coaches 2018-19: Principals, Department Chairs, Content and Instructional Coaches and ILT and BTN members
Implementation of Coaching Services	Content coaches will provide support to enhance mathematics instruction that deepens student understanding of mathematical concepts. Content coaches will co-plan and align the district curriculum with new resources to support instructional delivery, data collection and analysis. Content coaches will support planning for continuous instruction and the development of common, formative assessments based on the analysis of student data.	Professional Learning	Tier 1	Monitor	10/01/2013	06/28/2019	\$10	Administration, instructional staff, Content Coaches.
Coaching Support for Content Literacy Strategies	Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Professional Learning	Tier 1	Implement	01/06/2014	06/28/2019	\$0	Administration, Department Chairs, Teachers, Instructional and Content-area coaches

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring/Evaluating: PLC Data Sharing	Instructional Leadership and Building Turnaround Teams will study the data gathered on student/subgroup progress toward mastery of academic standards in order to monitor the implementation and effectiveness of the DIP/SIPs.	Teacher Collaboration		Implement	10/01/2013	06/28/2019	\$0	building staff

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Instructional Support Teams/Attendance Intervention	School-level teams (PBIS, SC. ILT, BTN) will review data on students who are determined to be at-risk due to attendance, behavior, and academic issues and will design or select interventions, supports, and services to address the students' identified needs. Staff will identify students with excessive absences and conference with parents, students, and teachers to identify barriers for attendance.	Academic Support Program	Tier 1	Monitor	02/26/2014	06/28/2019	\$3500	Building staff, administration, PBIS team, ILT Team, BTN Team, Superintendent's Challenge Team
Implementation of Evidenced-Based Writing	Social Studies teachers with the support of content and instructional coaches will use direct instruction, guided practice, independent practice, and feedback to teach evidence-based thinking and writing. This will give students opportunities to produce various types of writing, engaging in age appropriate research and narrative writing with historical narratives and accounts that analyze historical events.	Implementation, Direct Instruction	Tier 1	Monitor	09/01/2014	06/28/2019	\$0	Social studies teachers, content and instructional coaches
Monitoring/Evaluation of Teacher PLC	Social Studies teachers will work in Professional Learning Communities to continually use teacher implementation and student result data to inform and differentiate instruction, reflecting upon the quality of instruction as evidenced by data.	Teacher Collaboration	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Social studies teachers, content coaches
Implementation: Mentors and Advisors	Staff will be assigned as mentors and advisors to identified "at-risk students" due to attendance, behavior, and academic issues.	Behavioral Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Administration, Building staff, Student Support Network
Professional Development on Ways to Utilize the Next Generation Science Standards	Science teachers will be exposed to the NGSS and ways to effectively utilize the NGSS standards in the classroom.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches
Implementation: Auxiliary Programs	Administrators, Counselor and School Leaders will work to develop and implement programs for PHS, PMS & ITA students in specialty areas (ie. STEM, OTECH, Robotics, Dual Enrollment, Internships).	Extra Curricular		Implement	08/01/2012	06/28/2019	\$0	Administrator, Counselor, School Leaders

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Professional Development for Numeracy Knowledge	Science teacher training will include teaching and interpreting charts and graphs and mathematical conversions provided by content and instructional coach.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches
Getting Ready: Planning Field Trips	Teachers will plan field trips that support academic goals.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$8800	Building Staff
Curriculum Alignment	Science teachers, in collaboration with district curriculum consultant and science coach, will review the science curriculum and make needed adjustments to ensure alignment to the Next Generation Science Standards (NGSS).	Curriculum Development	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal, District Curriculum Director, Science Department Chair and Science Teachers, Science Coach.
Monitoring/Evaluating: PLC Data Sharing	PLCs will gather, compile, and analyze aggregate student performance data monthly to monitor the progress of all students, grade spans, and student groups toward mastery of academic standards in a particular grade/course.	Teacher Collaboration		Implement	02/03/2014	06/28/2019	\$0	building staff
Implementation of Vocabulary Instruction	Science teachers will work in PLCs to identify domain specific vocabulary lists that will be used by all teachers and to ensure the inclusion of academic and identified scientific vocabulary in science instruction. Direct instruction on strategies to access meaning will be incorporated in all science classes.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Science, Content and Instructional Coaches.
Implementation of Coaching Services	Content coaches will provide support to enhance mathematics instruction that deepens student understanding of mathematical concepts. Content coaches will co-plan and align the district curriculum with new resources to support instructional delivery, data collection and analysis. Content coaches will support planning for continuous instruction and the development of common, formative assessments based on the analysis of student data.	Professional Learning	Tier 1	Monitor	10/01/2013	06/28/2019	\$10000	Administration, instructional staff, Content Coaches.

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Monitoring and Evaluation: Mentors and Advisors	Staff assigned as mentors and advisors to "at-risk students" will keep contact logs and intervention notes. Data will be analyzed to look for correlations between contact, length of contact, intervention strategy, positive behavior changes, improved attendance, and decrease in referrals.	Behavioral Support Program	Tier 1	Evaluate	11/01/2013	06/28/2019	\$0	Administration, Building staff, Student Support Network
Implementation of Supplemental Instruction (9-12)	The staff will provide students with supplemental instruction including online programs, (i.e. Online Blg Ideas, Grad Point, Khan Academy, etc.) as well as technology tools (handheld Graphing Calculators, Chrome Books) to differentiate instruction for students in grades 9-12. Teachers will also use Blended Learning and Project-Based Learning models in order to incorporate multiple representations of mathematical concepts into the curriculum and deepen student understanding through inquiry and application.	Academic Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Teachers, Content Coaches, Special Education Teachers, Math Intervention Teachers
Establishing an Early Warning System	School leaders, with the support of the District, will establish a system for early identification of students who are at risk of failing or of dropping out by monitoring student attendance, achievement, and behavior data. Staff will study the data to identify the possible underlying motivations and potential changes to be made. Staff will develop cross-curricular data teams to review student progress and develop and implement interventions to support students.	Academic Support Program	Tier 1	Monitor	10/01/2013	06/28/2019	\$100	Administration, Administrators, Building staff, content coaches, IRRE and instructional coaches
Implementation of Collaborative Planning (PLCs)	Teachers will work collaboratively in their PLCs to plan when and how to use specific representations within their lessons. Student data will also be used to determine strategy effectiveness, lesson plan and teacher efficacy, and the need for additional instruction and or professional development.	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Teachers, Content Coaches, Administrators
Monitoring and Evaluation: Academic Follow-Up Activities	Teachers will provide academic follow-up activities to support learning gained during field trips.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Building staff
Implementation: Parent Family Meetings	The school will hold regular/frequent meetings with parents/families to provide useful information in areas that include, but are not limited to, instructional programs/services, health and safety issues, academic achievement, and parent strategies for at-home involvement and student development.	Parent Involvement	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Administrators, Building Staff

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Implementation: Professional Learning Communities	PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers.	Professional Learning		Implement	09/03/2013	06/28/2019	\$0	building staff
Implementation of Numeracy Knowledge	Science teachers will model the use of appropriate content vocabulary, chart and graph applications and the basic scientific calculator. Supplemental and specialized support will be provided to ensure access to all content for all students provided by content and instructional coach.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.
Implementation of Professional Dialogue (PLCs)	Teachers will meet in PLCs/Data teams for at least two hours per month (or "weekly") to implement the Instructional Learning Cycle. Grade level/subject teachers will meet to collaboratively plan units/lessons/assessments (for each Marking Period) from the curriculum, using district-approved resources. Lessons will incorporate strategies learned through PD. 2018-2019: Data Team will meet in department PLC's meeting weekly to implement the Instructional Learning Cycle. Grade level/subject teachers will meet to collaboratively plan units/lessons/assessments, for each Marking Period, from the curriculum, using district approved resources. Lesson will incorporate strategies learned through professional development on Blended Learning, Project Based Learning, and Big Ideas.	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Teachers, Building staff, Coaches, Instructional Coaches 2018-2019: Teachers, Coaches, and the Math Interventionist
Monitoring/Evaluation of PLC Collaboration	Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use both teacher implementation data and student results data to inform and differentiate instruction and reflect upon the quality of instruction and evidence of student learning and engagement.	Teacher Collaboration	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Social studies teachers, content coaches
Implementation: Field Trip Activities	Students will participate in academic field trips.	Academic Support Program		Implement	02/26/2014	06/28/2019	\$0	Building staff

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Implementation: Programs to Support Non-Traditional Student Learners	Pontiac High School will implement innovative instructional programs that address the needs of non-traditional students and struggling learners. a. Blended Learning, Project-Based Learning, IRRE EAR (Engagement, Alignment, Rigor) Strategies b. Alternative Education program—afternoon/evening program for credit recovery; held at PHS c. International Technology Academy d. Co-Teaching e. Early College f. Skill tutorial	Academic Support Program		Implement	10/01/2013	06/28/2019	\$0	building staff
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No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Getting Ready: PD-Building Relationships with Parents	All building staff will participate in professional development throughout the school year on best practice strategies to cultivate caring relationships with families, encourage parents to become actively involved in their child's education, and ways to reach out to parents as equal partners, including, but not limited to: a.) understanding Influence of Poverty; b.) Culturally Responsive Teaching; c.) Epstein's Pillars of Parental Involvement	Parent Involvement	Tier 1	Implement	02/26/2014	06/28/2019	\$0	District and Building staff, counselors, ancillary staff, parent volunteers, content coaches
Implementation: Project-Based Student Led Instruction	Teachers will implement Project-Based, student-led learning in their classroom instruction. Projects will incorporate the use of technology as a resource for students.	Direct Instruction		Implement	08/31/2012	06/28/2019	\$0	Teachers
Evaluation of Vocabulary Development	ILT and BTN members will review an identified sampling of student artifacts to gather data on regular vocabulary (academic/content) instruction. In addition, the collected data will be used to determine the effectiveness of the strategy use and whether additional PD is needed to enhance instruction.	Evaluation	Tier 1	Implement	03/01/2014	06/28/2019	\$0	Principals, Department Chairs, ILT and BTN members

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Implementation of the Writing Process	<p>All teachers will incorporate the writing process strategy in all content areas. All teachers will integrate the writing process in lesson plans on a monthly basis with a focus on writing informational pieces (informative/explanatory, persuasive/argumentative) that will assist in the goal of college and career readiness for all students and begin to evaluate student writing pieces using Writing Rubrics. The writing process instruction will align with NWEA learning targets and the SAT prep. Teachers will meet in PLC collaboration to develop content and grade level Writing Process activities that will address needs of differentiation and enrichment. Instructional and content area coaches will provide support to classroom teachers in this endeavor.</p> <p>ELA teachers in grades 9, 10, 11, and 12 will continue implementing the Common Core Unit on Informational Writing.</p> <p>ELA teachers in grades 9, 10, 11, and 12 will continue incorporating instructional opportunities within this activity to examine and improve grammar in the context of student writing. 2018-19: All content area teachers will use the MAISA unit on Informational Writing. Instructional and content area coaches will adapt the lessons in the unit for use by all teachers. This activity supports the SIP Writing Goal.</p>	Implementation, Direct Instruction	Tier 1	Monitor	03/01/2014	06/28/2019	\$0	All classroom teachers including special education inclusion teachers, self-contained special education teachers, and ELL tutors. 2018-19: Principal, Department Chairs, ILT and BTN members, and all Instructional Staff.
Implementation: DHS Partnership	PHS will partner with the Department of Human Services (DHS) to help parents resolve issues of attendance, tardiness, and other barriers to a successful academic experience.	Behavioral Support Program	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	Administration, Building Staff, DHS workers, PBIS team, Superintendent's Challenge Team
Professional Development for Inquiry-Driven Curriculum	Social Studies teachers will receive professional learning in content knowledge and content literacy with the curriculum being aligned to Common Core State Standards and Atlas Rubicon.	Professional Learning	Tier 1	Implement	01/01/2014	06/28/2019	\$0	Social studies teachers, Oakland Schools content coaches
Monitoring and Evaluation: Feedback on Parent Outreach	PHS will obtain feedback from participants following parent/family workshops and activities and will study the results along with other evidence to evaluate the effectiveness of these activities.	Parent Involvement	Tier 1	Evaluate	10/01/2013	06/28/2019	\$0	District staff, Building staff

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Implementation: PLCs Implement ILC	PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers. Teachers will co-plan projects across the content areas. Coaches will provide assistance and support teachers' professional learning.	Teacher Collaboration			12/02/2013	06/28/2019	\$0	District Staff, Administrators, PLCs
Recruit Students	Implement protocols to recruit students to enroll in ITA program and at PHS.	Implementation			02/28/2014	06/28/2019	\$0	Administrator, School Leaders
Evaluation of Text Annotation	The ILT and the BTN will analyze students' work samples to gather data on teacher participation and strategy effectiveness. The data will provide information on the understanding and use of the strategy. The ILT and the BTN will determine if additional inservice is needed for instructional staff concerning the use of explicit instruction to enhance student understanding of the strategy use.	Evaluation	Tier 1	Implement	09/15/2015	06/28/2019	\$0	Principals, department chairs, ILT and BTN members
Professional Development for Multiple Representation Strategy	All staff will participate in professional development on the use of manipulative and other instructional materials to represent mathematical ideas and concepts in multiple ways in order to build and deepen student understanding of mathematical concepts and operations.	Professional Learning, Curriculum Development	Tier 1	Implement	02/26/2014	06/28/2019	\$0	Instructional staff, content coaches
Monitoring of Text Structure	The principals and department chairs will monitor lesson plans for strategy inclusion (before and during reading activity).	Monitor	Tier 1	Implement	01/27/2014	06/28/2019	\$0	Principals, Department Chairs, ILT and BTN members
Implementation of Writing Strategies	Science teachers will provide direct instruction and a variety of opportunities for students to actively write to demonstrate learning: Cornell Notes, summarizing (lab reports, writing of conclusions, constructed responses), and research projects (career, technological and new development). Supplemental (differentiated) instruction will be provided to special populations by content and instructional coaches.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coaches.

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Monitoring and Evaluation: Monitoring Progress	PHS will monitor student attendance, tardiness, and academic progress, using MI Star, and will adjust interventions and supports as needed.	Behavioral Support Program	Tier 1	Evaluate	01/06/2014	06/28/2019	\$0	Administration, Building Staff, Student Support Network, Superintendent's Challenge Team
Monitoring and Evaluation of Student Artifacts	Teachers will collect student artifacts and will collaboratively review and analyze student work, using the data as feedback to reflect on the implementation of strategies learned through professional development and the impact of instruction on student learning.	Teacher Collaboration	Tier 1	Implement	01/06/2014	06/28/2019	\$0	Math Teachers, Administration, and Coaches
Evaluation of Content Literacy Strategies	Data collected from embedded assessments will be aggregated and analyzed (at least quarterly) for frequency of use and level of understanding.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), ILT and BTN Members
Monitoring of Numeracy Knowledge	Assessment results will be used to guide instruction/intervention and common lesson planning (PLCs). Teachers must include numeracy-based activities in weekly lesson plans.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Content and Instructional Coach.
Implementation of Coaching Support	Content coaches will collaborate with teachers to facilitate teachers' use of successful, research-based instructional strategies including differentiated instruction for diverse learners.	Professional Learning	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Administration, Math Teachers, Content Coaches
Monitoring and Evaluation of Walkthroughs	Building administrators will collect data on instruction (walkthroughs, surveys, evaluations, and other monitoring activities) to assess the quality of instruction and alignment to the district's curriculum and to determine the professional learning needs of staff.	Walkthrough	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Building administration, Instructional and Content coaches
Implementation of Inquiry-Based Instruction	All science teachers will incorporate inquiry-based activities in lesson plans on a weekly basis. Methods of differentiating instruction will be explored to provide access to all content for all students (with assistance provided by content and instructional coaches).	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Principal, Science Department Chair, Science Teachers, Content and Instructional Coach.

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Professional Development for Differentiated Instruction	Staff will participate in PLC meetings to use assessment data to determine how to differentiate instruction for different learners(content, process, product etc.) Professional learning dialogues will be facilitated by content coaches, teachers leaders, and school/district leaders.	Professional Learning	Tier 1	Implement	02/26/2014	06/28/2019	\$0	Teachers, Content Coaches, Special Education and Intervention Teachers, Administrators
Implementation of Effective Instruction	Science teachers will collaborate in PLCs on methods of implementation (of effective instruction), then plan and actively implement those strategies in classroom instruction. Teachers will also craft opportunities for students to find/evaluate information that can be used to cite evidence on a position/conclusion. Methods of differentiation (of instruction) will be explored to provide access to all content for all students (assistance will be provided by content and instructional coaches).	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.
Evaluation of Summarization	The ILT and the BTN will analyze students' work samples (collected from the ILC) to gather data on teacher participation and strategy effectiveness.	Evaluation	Tier 1	Monitor	09/16/2013	06/28/2019	\$0	Principal, Department Chairs, and members of the ILT and BTN
Implementation of Close and Critical Reading	Science teachers will use common planning PLCs to determine when, where, and how close and critical reading strategies will be incorporated in science instruction (including accessing informational text (newspapers, articles, reading passages,,textbooks, web sites), and using reading strategies (main idea/details, inference, sequencing, Cornell notes) to enhance comprehension of science related texts. Supplemental and specialized instruction will include differentiation for special populations provided by content and instructional coaches.	Implementation, Direct Instruction	Tier 1	Monitor	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers,. Content and Instructional Coaches.

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Implementation of Text Structure	All teachers will incorporate the text structure strategy in all content areas on a weekly basis. All teachers will embed the use of Text Structure strategy when appropriate in lesson plans and collect student work weekly. 2018-19: Same as above but as designed in/applicable to the MAISA Units of Study	Implementation, Direct Instruction	Tier 1	Monitor	01/27/2014	06/28/2019	\$0	Principals, Department Chairs, ILT members, teachers 2018-19: Principals, Department Chairs, ILT and BTN members, and all Instructional Staff
Implementation of Text Annotation	All teachers will provide explicit instructions for students and incorporate the strategy in all content areas on a weekly basis. All teachers will embed the strategy use in appropriate lesson plans and collect student work weekly to formatively assess student progress and differentiate instruction. 2018-19: Same as above but as designed in/applicable to the MAISA Units of Study.	Implementation, Direct Instruction	Tier 1	Monitor	09/15/2015	06/28/2019	\$0	Principals, department chairs 2018-19: Principals, Department Chairs, ILT and BTN members, all Instructional Staff
Instructional Strategies: Needs Assessment	Science teachers will evaluate current instructional strategies to identify existing needs. Professional development will be planned to address the identified needs.	Professional Learning	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, Content and Instructional Coach.
Implementation of Collaborative Lesson Planning	Social studies teachers will collaborate to plan instruction using the district lesson plan template (with the support of an instructional and content coaches).	Implementation, Teacher Collaboration	Tier 1	Monitor	01/01/2014	06/28/2019	\$0	Social studies teachers, content area and instructional coaches

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Monitoring of Summarization	The Principal, Department Chairs, IRRE, Instructional and Content Area Coaches will monitor lesson plans and students' sample work for summarization strategy inclusion.	Implementation, Monitor	Tier 1	Implement	08/26/2013	06/28/2019	\$0	Principal and Department Chairs 2018-19: Principal, Department Chairs and ILT and BTN members
Implementation of Vocabulary Development	All teaching staff will explicitly teach a designated number of grade level academic vocabulary words as determined by the members of ILT and BTN. Students will be provided with repeated exposure to new words in multiple context through activities such as discussion, intentional inclusion in writing of meaningful sentences to support the writing process, extended reading, and project development. In addition, content vocabulary will be focused on as it occurs in the context of the specific subject matter using available technology. All content teachers will preview each new unit, select 3-5 content vocabulary words that reflect important concepts, and discuss these concepts with students drawing attention to context clues provided in the text. Students will maintain an ongoing list of new vocabulary terms deemed important by the content area teacher. 2018-19: Same as above but as designed in/applicable to the MAISA Units of Study.	Implementation, Direct Instruction	Tier 1	Monitor	03/01/2014	06/28/2019	\$0	Principals, Department Chairs, classroom teachers which include Co-Teachers, Self-contained Special Education Teachers, Tutors: ELL 2018-19: Principals, Department Chairs, ILT and BTN members, and all Instructional Staff
Evaluation of Inquiry-Based Instruction	ILT and BTN members will analyze selected student artifacts to determine the effectiveness of the strategy implementation and collect data on the frequency of use by teachers to determine additional support necessary. Content coach will provide ongoing support for teachers.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, ILT and BTN members, Content and Instructional Coach.

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Monitoring of the Writing Process	The principal and department chairs will monitor lesson plans for the strategy inclusion of the writing process and modes of informational writing. The ILT and the BTN will survey instructional staff on level of understanding the strategy and indications of additional training needs. Activities will be reviewed and additional activities may be added for enrichment and differentiation according to the ILC process.	Monitor	Tier 1	Monitor	09/15/2014	06/28/2019	\$0	Principal, Department Chairs, ILT and BTN members
Monitoring of Inquiry-Based Implementation	All science teachers will submit weekly lesson plans that demonstrate use of inquiry-based instruction. Submissions will be monitored for inclusion of this strategy by the administrators and science department chair.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal, Science Department Chair.
Implementation of Supplemental and Specialized Instruction	Inclusion teachers, Math Interventionist will provide supplemental instruction and specialized services/supports and/or accommodations for students who are performing below grade level and for students with special needs.	Academic Support Program	Tier 2	Monitor	10/01/2013	06/28/2019	\$0	Special Education and Math Intervention Teachers, Tutors
Monitor/Evaluate: PHS and ITA Post-Graduation Tracking	School leaders will track PHS and ITA student acceptance to post-secondary institutions and success after high school to assess impact of the programs and to identify ways to improve outcomes for students.	Monitor			04/30/2014	06/28/2019	\$0	PHS and ITA Counselors
Monitoring of Vocabulary Development	Teachers will include Vocabulary Development activities within their weekly lesson plan submissions that will be reviewed by department chairs and building administrators. Vocabulary activities will be done weekly and selectively produced (upon request) as student artifacts.	Monitor	Tier 1	Implement	03/01/2014	06/28/2019	\$0	Principals, Department Chairs, ILT and BTN members
Evaluation of Text Structure	The ILT and the BTN will analyze students' work samples to gather data on teacher participation and strategy effectiveness. This data will be used to determine the next course of action.	Evaluation	Tier 1	Implement	01/27/2014	06/28/2019	\$0	Principals, Department Chairs, ILT and BTN members
Student Code of Conduct	PHS will adhere to the "Student Code of Conduct" in a consistent and equitable manner. Expectations and consequences will be reviewed and posted by all teachers. Students will participate in school assemblies and classroom meetings that serve as reminders about safe, respectful, and responsible behavior for all.	Policy and Process	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	District and building staff, PBIS team
Evaluation of Effective Instruction	Principal (via evaluations), ILT and BTN members will collect assessment results and use data to monitor effectiveness and volume of strategy use. Data will be aggregated quarterly to address SIP.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s) and ILT and BTN members

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Implementation of Flexible Grouping	Teachers will incorporate flexible grouping during their daily lessons to provide targeted instruction to groups of students who have similar learning needs, as identified through analysis of assessment results.	Implementation, Direct Instruction	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	Math teachers
Evaluation of Numeracy Knowledge	Embedded assessment data will be collected, analyzed, and aggregated at least quarterly to measure frequency of use and effectiveness.	Evaluation	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), ILT and BTN members
Monitoring and Evaluation of Differentiated Instruction Implementation	Building administrators will monitor the implementation of differentiation strategies through the review of lesson plans, conducting walkthroughs, and evaluations, in order to determine the professional learning needs of teachers. Data will be aggregated and reviewed (at least quarterly) by school and leaders to monitor implementation of improvement plans and the impact on student learning.	Monitor	Tier 1	Implement	01/06/2014	06/28/2019	\$0	Building administrators
Monitoring and Evaluation of the Evidence of Multiple Representations	Teachers will look for evidence that students are using multiple representations to solve mathematics problems and will monitor students' learning and provide feedback to guide students' to build deeper understandings.	Direct Instruction	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Teachers, Instructional and Content Coaches
Monitoring of Text Annotation	The principal and department chairs will monitor lesson plans for strategy inclusion.	Monitor	Tier 1	Implement	09/15/2015	06/28/2019	\$0	The principals, department chairs and ILT and BTN members
Implementation of Instructional Support Strategies	Teachers will teach students the different ways to represent mathematical problems, concepts, and ideas. Teachers will provide students who are having difficulty mastering mathematical concepts and skills with additional instructional support, through technology integration based on the results of formative assessments. Student will be given extended learning time during Advisory Math Lab (MTSS tutoring), After-school Tutoring program, in small groups with a Math Interventionist, and in small groups with in-class tutors.	Implementation, Direct Instruction	Tier 1	Monitor	02/26/2014	06/28/2019	\$0	Instructional staff, math interventionist
Monitoring of Content Literacy Strategies	Student progress will be measured through the use of assessment results that will guide instruction/intervention planning (in PLCs with the support of content and instructional coaches). Literacy activities will be incorporated in weekly lesson plans reviewed by principal and department chair.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Content and Instructional Coaches.

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Monitoring and Evaluation of Lesson Plans Alignment	<p>1. Designated administrators will review lesson plans to monitor alignment of learning targets and activities to the district curriculum and to verify horizontal alignment across teachers teaching the same grade level and course.</p> <p>2. Grade level administrators will monitor the implementation of the lesson plans during their walkthroughs and evaluations.</p> <p>3. PLC data teams will collect data in each grade level/subject area. PLC data teams will create an item analysis for each grade level/subject area to review and use for instructional planning.</p>	Teacher Collaboration	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Instructional Staff, Administration
Implementation: Parent Friendly Communications	When preparing documents and resources for parents/families, PHS will use parent-friendly language, free of educational jargon and if feasible, in parents' native language, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	District and building staff, counselors, ancillary staff, parent volunteers
Evaluation of the Writing Process	The ILT and the BTN will analyze students' work samples to gather data on teacher participation and strategy effectiveness. The ILT and the BTN will look at data from students' work samples to determine student and teacher needs and identify differentiated activities to support student learning.	Evaluation	Tier 1	Implement	09/15/2014	06/28/2019	\$0	Principal, Department Chairs, members of the ILT and the BTN
Embedded Classroom Rules and Routines	"School Code of Conduct" will be embedded into classroom routines and existing school based activities.	Behavioral Support Program	Tier 1	Monitor	01/06/2014	06/28/2019	\$0	Building staff and classroom teachers
Monitoring and Evaluation: Effective Behavior Supports	PHS administration and PBIS team assisted by the support staff will evaluate the implementation of effective behavior supports in the building.	Behavioral Support Program	Tier 1	Evaluate	10/01/2013	06/28/2019	\$0	Administration, PBIS team, Superintendent's Challenge team, Probation Officers

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Implementation of Coaching Support	Staff will receive assistance from Instructional and Mathematics content coaches in interpreting data from artifacts and designing approaches to improve student achievement and instruction. Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery (centered around teacher/coach selected targets).	Teacher Collaboration	Tier 1	Monitor	10/01/2013	06/28/2019	\$0	Administration, Math Teachers, Instructional and Content Coach
Getting Ready: Surveys to Assess Parental Involvement Needs	PHS will conduct needs assessment surveys regarding parent participation, engagement, and involvement in school to inform staff about designing differentiated programs for parents based on parent needs and concerns.	Behavioral Support Program	Tier 1	Implement	02/26/2014	06/28/2019	\$0	Building staff
Monitoring of Effective Instruction	Principal, science department chair, and content coach will check weekly lesson plans, conduct informal observations, and use data to determine levels of understanding of strategies and implementation. Student progress will be monitored through data collection and analyzed in the PLCs. Student Progress (PLCs): ILC based on assessment results; use of data to monitor learning.	Monitor	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Content Coach and Instructional Coach.
SCOPE and Sequence of Strategies	Science teachers will develop a Scope and Sequence of instructional strategies (vocabulary, charts and graphs, inference, predict/hypothesize, mathematical conversions, main idea/details, etc.) and incorporate use in curricular units through common lesson planning (in PLCs).	Direct Instruction	Tier 1	Implement	08/24/2016	06/28/2019	\$0	Principal(s), Science Department Chair, Science Teachers, and Content Coach.
Monitoring and Evaluation: Data Teams-Analyzing Student Data	PHS staff will review aggregate student outcome data to determine the percentage of students meeting their goals within their intervention support and will make adjustments to the interventions or identify new interventions (as needed to improve attendance and decrease tardiness and behavior referrals).	Behavioral Support Program	Tier 1	Evaluate	10/01/2013	06/28/2019	\$0	Administration, Building staff, Student Support Network, Superintendent's Challenge team

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Monitoring and Evaluation of Data Teams- Collecting Artifacts	Teachers will collect student artifacts to analyze and reflect on mathematical understandings as a result of implementing differentiation strategies including flexible grouping, interventions and extensions, and also, MTSS (multi-tiered) and after-school academic tutoring programs.	Teacher Collaboration	Tier 1	Implement	10/01/2013	06/28/2019	\$0	Teachers, Content Coaches, Math Intervention Teacher, Special-Education Teachers
Monitor/Evaluate: Monitor Student Learning, Adjust Program	School Leaders & PLCs will study evidence of student learning and implementation of Project-Based instruction to review strategies and activities to see if they need to be modified due to lack of progress in student achievement outcomes.	Monitor		Monitor	01/06/2014	06/28/2019	\$0	School Leaders, PLCs
Implementation of Summarization	All teachers will incorporate the direct and explicit instruction of the summarizing strategy in all content areas. All teachers will embed the summarizing strategy in lesson plans, collecting and assessing student summaries and using the teacher developed rubric. Teachers will provide opportunities for students to write summaries in all content areas on a weekly basis as is appropriate while planning lessons. These activities could be used as part of a formative assessment to demonstrate understanding of a lesson (exit ticket). Teachers will collaborate in content area grade level teams to develop appropriate lessons with enrichment and differentiated components. 2018-19: Same as above, but as designed in/applicable to the MAISA Units of Study	Implementation, Direct Instruction	Tier 1	Monitor	08/26/2013	06/28/2019	\$0	Classroom teachers, including co-teachers, self-contained Special Education classroom teachers, Tutors for ELL. 2018-19: Principal, Department Chairs, ILT and BTN members, and all Instructional Staff
Monitoring and Evaluation of Data Teams-Analyzing Student Data	Teachers will, with the support of Content Coaches, interpret data from student artifacts and design approaches to improve student achievement through instruction. Data will be collected and reviewed (at least quarterly) by PLCs and school administration to monitor implementation of improvement plans and measure the impact on student learning.	Teacher Collaboration	Tier 1	Implement	02/26/2014	06/28/2019	\$0	Teachers, content coaches, administrators.