



# **School Improvement Plan**

**Rogers 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**

| <b>Label</b> | <b>Assurance</b>                             | <b>Response</b>           | <b>Comment</b>                  | <b>Attachment</b> |
|--------------|--|---------------------------|---------------------------------|-------------------|
| 1.           | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | "See Goals and Plans in ASSIST" |                   |

# **Improvement Plan Assurance**

## **Introduction**

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# **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?**

1. The comprehensive needs assessment took place over the course of the 2013-2014 school year. The evaluation was conducted by a team, which consisted of an administrator, teachers, parents, students, and community partners. The team focused on gathering multiple types of data available; MEAP (yearly/achievement), DIBELS Next (3 times per year/achievement), SWIS (monthly/process), NWEA (3 times per year/achievement), WIDA (yearly/achievement), MI ACCESS (yearly/achievement), attendance data (quarterly, unless otherwise needed), EdYes! (yearly/process), formative (ongoing/process) and summative (after a unit of study/process) assessments, parent, student and staff surveys (2 times per year/perception).

The data was analyzed during staff meetings (whole group), ILC's (grade level), PLC's (K-2, 3-6) and other arranged times. The stakeholders worked collaboratively to collect, interpret, and formulate goals based on the data and best practices. As we examined the data, we identified that the following targeted student populations were below proficiency levels: African-American Students, Students with Disabilities(SWD) and English Language Learners (ELL). The core content areas of Science and Social Studies showed a substantial deficit.

The SIP team reviewed and analyzed the MEAP item analysis, MEAP disaggregated data including racial balance, gender and enrollment trends. Rogers enrollment continues to grow and was at 476 students for the 2012 - 2013 school year. Student demographics include: 44% Hispanic, 38% African-American, 16% Caucasian and less than 2% Other. The demographics of the community-at-large are 62% Caucasian, 19% African-American, 9% Asian, and 10% Hispanic. Staff demographics are 51% Caucasian, 30% African-American, and 19% Hispanic. The community served consists of a diverse population consisting of college students, homeowners and apartment dwellers. The community includes one major university, 3 private schools and 1 charter school.

As a result of our analysis, we are focused on long-term goals in reading, writing, math, science, and social studies. We have researched best practices, and selected instructional strategies that would address the needs of all students, with a focus on the identified targeted populations and help to close the achievement gaps. We are focused on achieving the AMO objectives of 85% proficiency in all content areas by 2022.

### **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?**

In ELA, the comprehensive needs assessment data revealed that overall 23% of kindergarten, 20% of 1st graders, and 11% of second graders were proficient or at benchmark in reading based on DIBELS Next testing 2013-14. K-2 students need strong support in: reading foundational skills, concepts of print, phonological awareness, and phonics. Application of skills in: reading tasks (whole group, small group, individually), reread texts at independent levels, develop verbal skills, grammatical skills (nouns/verbs), apply comprehension skills, and sight words.

In writing, our K-2 students showed needs in: verbal expression, vocabulary, correct sight word application, grammatical skills, writing process and application, interpretive writing, shared writing, guided writing groups and independent writing.

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In math, our K-2 students showed needs in: addition and subtraction concepts, abstract reasoning, quantitative relationships, place value, patterns and structures (rules, operations), and algebraic thinking.

Based on 2013-2014 MEAP results, our third grade reading score increased from 35.1% to 44.4% which is a 9.3% increase. Based on 2013-2014 MEAP results, our fourth grade reading score increased from 36.1% to 46.9% which is a 10.8% increase. Based on 2013-2014 MEAP results, our fifth grade reading score decreased from 59.6% to 47.5% which is a 12.1% decrease. Based on 2013-2014 MEAP results, our sixth grade reading score decreased from 58.8% to 50% which is a 8.8% decrease.

Based on 2012-2013 MEAP results, our third grade reading score decreased from 37% to 35.1% which is a 1.9% decrease. Based on 2012-2013 MEAP results, our fourth grade reading score decreased from 40% to 36.1% which is a 3.9% decrease. Based on 2012-2013 MEAP results, our fifth grade reading score increased from 58% to 59.6% which is a 1.6% increase. Based on 2012-2013 MEAP results, our sixth grade reading score increased from 48% to 58.8% which is a 10.8% increase.

Based on 2011-2012 MEAP results, our third grade reading score increased from 24.2% to 37% which is a 12.8% increase. Based on 2011-2012 MEAP results, our fourth grade reading score decreased from 42.9% to 40% which is a 2.9% decrease. Based on 2011-2012 MEAP results, our fifth grade reading score increased from 41.3% to 58% which is a 16.7% increase. Based on 2011-2012 MEAP results, our sixth grade reading score increased from 47.1% to 48% which is a 0.9% increase.

44% of our students scored at or above proficiency in reading on the 2013-2014 MEAP test. Our AMO (annual measureable objective) for 2014-2015 is 53% leaving a gap of 9%.

In ELA, the comprehensive needs assessment revealed that our 3-6 students need strong support in close and critical reading skills, application of comprehension strategies, informational text, verbalizing their understanding, phonics skill, grammatical skills, extensive and varied reading at independent reading level. Students with disabilities also need support in narrative text. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

In conclusion, our reading instruction has areas of comprehension to strengthen for reading informational text with emphasis on Close and Critical Reading Skills, questions 1 and 2. In addition, our targeted students groups need additional direct instruction for how to apply comprehension strategies to make sense of what they read. English language grammar instruction is needed at all levels for all student groups

Based on the 2013-2014 MEAP results, our fourth grade writing score decreased from 12.5% to <10% which is about a 10% decrease.

Based on the 2012-2013 MEAP results, our fourth grade writing score decreased from 26% to 12.5% which is a 13.5% decrease.

Based on the 2011-2012 MEAP results, our fourth grade writing score increased from 19.4% to 26% which is a 6.6% increase.

31% of our students scored at or above proficiency in writing on the 2013-2014 MEAP test. Our AMO (annual measureable objective) for 2014-2015 is 42.47% leaving a gap of 11.5%.

In writing, the comprehensive needs assessment revealed that all of our 3-6 students need the following support in writing: syntax skills, writing process, writing genres, sustained writing, constructed response, writing long pieces, informational writing, opinion writing,

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grammatical skills, and personal styles. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

Based on the 2013-2014 MEAP results, our third grade mathematics score increased from 21.9% to 23.8% which is a 2.8% increase. Based on the 2013-2014 MEAP results, our fourth grade mathematics score decreased from 20.5% to 20% which is a .5% decrease. Based on the 2013-2014 MEAP results, our fifth grade mathematics score decreased from 27.7% to 30% which is a 2.3% decrease. Based on 2013-2014 MEAP results, our sixth grade mathematics score increased from 19.6% to 23.5% which is a 3.9% increase.

Based on the 2012-2013 MEAP results, our third grade mathematics score increased from 16% to 21.9% which is a 5.9% increase. Based on the 2012-2013 MEAP results, our fourth grade mathematics score increased from 10% to 20.5% which is a 10.5% increase. Based on the 2012-2013 MEAP results, our fifth grade mathematics score decreased from 38% to 27.7% which is a 10.3% decrease. Based on 2012-2013 MEAP results, our sixth grade mathematics score decreased from 38% to 19.6% which is a 18.4% decrease.

Based on the 2011-2012 MEAP results, our third grade mathematics score increased from <10% to 16% which is about 10% increase. Based on the 2011-2012 MEAP results, our fourth grade mathematics score decreased from 12.7% to 10% which is a 2.7% decrease. Based on the 2011-2012 MEAP results, our fifth grade mathematics score increased from 28% to 38% which is a 10% increase. Based on 2011-2012 MEAP results, our sixth grade mathematics score decreased from 27.5% to 22% which is a 5.5% decrease.

23.5% of our students scored at or above proficiency in mathematics on the 2013-2014 MEAP test. Our AMO (annual measureable objective) for 2014-2015 is 39% leaving a gap of 15%.

In math 3-6 students showed needs in rules and operations and algebraic thinking, decimal fraction operations, whole number division, area/perimeter, and mathematical connections. ELL students and students with disabilities also showed needs in properties of 2D shapes/angles, geometric shapes, and properties of 2D/3D. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

Based on the results of the past three MEAP testing years, 2010-2014, our fifth grade science score has remained at <10% proficient.

2% of our students scored at or above proficiency in science on the 2013-2014 MEAP test. Our AMO (annual measureable objective) for 2014-2015 is 27% leaving a gap of 25%.

In science our 5th grade students show needs in life science and earth science. In addition our ELL students and students with disabilities show a need in science processes. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

Based on the results of the past three MEAP testing years, 2010-2014, our sixth grade social studies score, excluding the 2011-2012 school year with 13%, has remained at <10% proficient.

0% of our students scored at or above proficiency in social studies on the 2013-2014 MEAP test. Our AMO (annual measureable objective) for 2014-2015 is 36% leaving a gap of 36%.

In social studies 6th grade students show needs in geographic perspective and historic perspective. In addition our students with disabilities show a need in civic perspectives and ELL students show a need in economic perspective as well. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

NWEA Testing-In March we completed our first testing sessions using the NWEA test for mathematics, reading, and science grades 2-6. The data from the NWEA showed that our students grades 3-6 scored 86% to 89% below grade level standard in reading and 91% to 95% below grade level standard in mathematics.

Also in 2014, NWEA testing compared to 2013-2014 MEAP data shows a large difference between students who are at or above in all grades in reading and math. In reflection we feel that the discrepancy is partially a result of the test being computer based and students had never taken a computer based test before. The length of the test and the number of tests taken may have also factored into the scores.

DIBELS Testing 2013-2014 scores indicate a decrease in scores from the beginning to middle of the year. This may be an indication of class size increase in the 2013-2014 school year. In addition there are split classrooms in K-1 and 1-2.

The results of the the State of Michigan's Top to Bottom list place Rogers Elementary School in the 14 percentile.

### **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.**

All students will demonstrate proficiency in reading, writing, mathematics, science and social studies. Rogers Elementary goals, objectives, strategies and activities were developed based on the data analysis from the CNA. Instructional priority was determined by the gap analysis of student groups that showed the greatest need.

Reading: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Reading instruction will be reinforced by the reading interventionist during the 90 min. reading block. Each classroom teacher will continue to implement differentiated instruction, guided reading, small and whole groups with fidelity. ELL teacher and tutors will provide small group, direct instruction to support classroom curriculum. ELL staff also provides parent support for home/school connections. Parents expressed a need for lower class size and more teacher time with students. Rogers has implemented lower class size and additional intervention teachers through the Class Size Reduction Grant to address the survey results.

Writing: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Writing instruction will be reinforced by the reading interventionist during the 90 min. reading block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Research based programs for writing are implemented, such as writing tracker to build stamina in writing fluency.

Mathematics: Teachers will follow the Response to Intervention (RtI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Mathematics instruction will be reinforced by the math interventionist during the 90 min. math block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Students will use computer based programs in the computer lab, three times per week for 20 minutes, to build mathematics fluency.

Programs are available for school and home use such as ixl.com, xtramath.org and aplusmath.com.

Parents expressed positive feedback in regard to our weekly Family Math nights. An activity that supports home-school-math-connection.

Support is also provided during this time for ELL parents by the ELL staff.

Science: Teachers will follow the Response to Intervention (RtI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Science instruction will be reinforced by the science interventionist during the Science instructional block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Science program includes lab kits for hands-on experiences, as well as [discoveryeducation.com](http://discoveryeducation.com), and [brainpop.com](http://brainpop.com) for visual and auditory learners. Grants are written to provide off-site trips.

Social Studies: Teachers will follow the Response to Intervention (RtI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Social Studies instruction will be reinforced by the reading interventionist during the Social Studies instructional block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Web-based programs such as [discoveryeducation.com](http://discoveryeducation.com), and [brainpop.com](http://brainpop.com) provide additional academic support. Grants are written to provide off-site trips.

The School District of the City of Pontiac has implemented a balanced calendar for the 2014-2015 school year. Four intersessions are scheduled throughout the year. During the intersessions students will experience hands-on, theme focused enrichment to include off-site experiences, which was a need expressed in our parent/student surveys. Based on our data, we know that the students need a focused comprehensive learning environment that is varied with experiences in order to increase academic achievement especially in science and social studies.

#### **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?**

Rogers Elementary will implement an alternate approach to the RTI Instructional delivery model. Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive, while assigning the strategic and benchmark students to the reading support staff, volunteers, and other reading partners. This approach allows students with the greatest need to have the expertise of their teacher five days per week in small groups and rotating instruction and for the strategic and benchmark groups two - three days per week. Research confirms that teachers have the skills and knowledge to provide high-quality reading lessons to struggling readers. (Boyd-Zaharias & Pate-Bain, 1998; Gerber, Finn, Achilles & Boyd-Zaharias, 2001). The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional reading support.

Supplementary instructional programs to support and recognize children who are disadvantaged include [www.readinga-z.com](http://www.readinga-z.com) which provides leveled books, data and resources to assist the teacher in providing intervention at the student's independent reading level. The strategy supported is differentiated reading instruction and curriculum monitoring; [www.raz-kids.com](http://www.raz-kids.com) (school and home use) which allows the teacher to assign a reading level which provides leveled readers for the student. They can read, listen to, and record themselves reading. A skills quiz is included with each book which allows students to progress through the reading levels. Data is available for the teacher to monitor progress and adjust intervention; [www.brainpop.com](http://www.brainpop.com) (school and home use) provides animated, curricular content for all core subjects that engages students, supports educators, and bolsters achievement. Brainpop is interactive, engaging content which supports

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individual, team, and whole-class learning; [www.ixl.com](http://www.ixl.com) (school and home) provides comprehensive coverage of the K-12 math curriculum aligned with CCSS. Interventions supported are number and operations, problem solving and enhance a standards based curriculum; full-time behavior interventionist provides effective behavior support; Steps of Success after-school tutoring provides out-of-the-classroom support for concepts/skills by community members, General Motors: World in Motion provides real world engineering examples with student appropriate activities and experiences; MSU Extension Health and Nutrition provides health and wellness curriculum that enriches the curriculum; weekly Family Math Night provides math concepts taught in class; Girls on the Run provides self-esteem and confidence building activities in preparation for a 5K run; Kiwanis Terrific Kid provides self-esteem and academic encouragement to K-2 students; Law Career Day provides exposure/experience to the judicial branches of government led by legal professionals; Battle of the Books provides team building through reading chapter books in preparation for the book battle between schools; Assistance League of Southeastern Michigan provides weekly food for students and families, uniforms to help increase attendance and tutoring to support student learning; Michigan DHS provides support to families and students, as well as support to monitor student attendance; Creative Links to Learning provides grants to teachers for supplemental classroom materials.

In addition, the teachers will receive professional development and implement Close and Critical Reading and Guided Reading,

## **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 strategies in the schoolwide plan that focus on helping all students reach the state standards are:

**Math Strategy 1.** All teachers will assist students to make logical connections between concrete and abstract representations deepening their understanding of concepts. All teachers will assist students to develop fluency by daily guided practice. All teachers will teach and assess (formal and informal) students on the use of algorithms and applications related to numbers and operations. Teachers will facilitate Family Math Nights, to reinforce math concepts taught in class, through games/activities that can be played at home. All teachers will identify, from data, students not making adequate progress in math for extended day enrichment. All teachers will incorporate Thinking Maps to enhance math instruction. All teachers will incorporate [www.ixl.com](http://www.ixl.com) and SuccessMaker into the math curriculum.

**Math Strategy 2.** - All teachers will assist students to make logical connections between concrete and abstract representations deepening their understanding of concepts. All teachers will assist students to develop fluency by daily guided practice. All teachers will assess students on the use of algorithms and applications related to numbers and operations. Teachers will facilitate Family Night or home math activities related to mathematics. All teachers will identify from data, students not making adequate progress in math for extended day enrichment. All teachers will incorporate Thinking Maps to enhance math instruction. All teachers will incorporate [www.ixl.com](http://www.ixl.com) and Successmaker into the math curriculum.

**Math Strategy 3.** - Teachers will attend PD provided by the district and OS on adopted math programs. Teachers will use Atlas Rubicon to align curriculum to common core standards. Teachers will use instructional materials, K-6 along with select supplemental resources.

**Literacy Strategy 1.** - Teachers will provide comprehension strategies with both narrative and informational text using Thinking Maps concepts (i.e., compare and contrast, retelling and inference) and guided reading and flexible reading groups and CCRs (close and critical reading). All teachers will build stamina and fluency by providing leveled books for independent reading across the content areas. All teachers will determine through progress monitoring students who are not making adequate progress and provide differentiated instruction during the school day from classroom teacher, reading interventionists, tutors, ESL Teachers and after school tutoring. ELL teacher and tutors will provide instructional support and intervention services to ELL students in the general ed setting, and before/after school or as a pull out model. Teachers will use the

Promethean Board in classrooms to promote reading comprehension. All teachers will be involved in PLC and ILC meetings focused on differentiated reading instruction for reading comprehension. A full time social worker to address targeted groups of students with behavioral goals, plans, and interventions to deal with one on one peer mediation, group counseling and improved school wide behavior to impact reading across the content areas.

**Literacy Strategy 2.** - Teachers will meet in PLCs and ILCs to discuss student data and plan academic instruction based on data analysis with a focus on literary proficiency K-6.

**Writing Strategy 1.** - All teachers will have students draft, revise and edit writing products for their writing folders. All teachers will use Thinking Maps. All teachers will have students provide a written response to a prompt and assess their writing according to the State rubrics. Teachers will provide data for students needing additional support in writing for extended day enrichment. All teachers will enhance writing for a purpose using Thinking Map concepts. Use of PLC/ILC meetings to discuss and plan differentiated instructional adjustments in the identified priority areas of writing.

**Science Strategy 1.** - Teachers will assist students to develop understanding and excitement of grade level science concepts and vocabulary using close and critical reading as well as vocabulary strategies. All teachers will identify grade level CCSS and develop common pre and post assessments. Teachers will incorporate reading a-z, raz-kids, united streaming, science a-z, brainpop jr, brainpop and Scholastic Readers into their lessons.

**Social Studies Strategy 1.** - Teachers will participate in ILC and PLC meetings to collaborate on instructional strategies to teach and develop  
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specific instructional learning goals to target closing the achievement gap in Social Studies. Teachers will assist students in learning age appropriate vocabulary and content. All teachers will incorporate Thinking Maps, technology and projects to enhance student learning. Social Studies Strategy 2. - Teachers will assist students to develop understanding and excitement of grade level social studies concepts and vocabulary using close and critical reading as well as vocabulary strategies. All teachers will identify grade level CCSS and develop common pre and post assessments. Teachers will incorporate reading a-z, raz-kids, united streaming, science a-z, brainpop jr, brainpop and Scholastic Readers into their lessons.

### **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).**

Highly-Qualified classroom teachers will provide all students with research-based core instruction based on the district's core curriculum with is aligned to the state standards. Rogers Elementary will implement an alternate approach to the RtI Instructional delivery model. Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive, while assigning the strategic and benchmark students to the reading support staff, volunteers, and other reading partners. This approach allows students with the greatest need to have the expertise of their teacher five days per week in small groups and rotating instruction and for the strategic and benchmark groups two - three days per week. Research confirms that teachers have the skills and knowledge to provide high-quality reading lessons to struggling readers. (Boyd-Zaharias & Pate-Bain, 1998: Gerber, Finn, Achilles & Boyd-Zaharias, 2001). The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional reading support. This plan will increase the quality of instruction to multi-tiered students due to the targeted focus on a specific skill with a decreased pupil to teacher ratio. This focus will assist in closing the achievement gap by providing daily targeted, focused instruction to Tier 3 students.

Supplementary instructional programs to support and recognize children who are disadvantaged include [www.readinga-z.com](http://www.readinga-z.com), [www.raz-kids.com](http://www.raz-kids.com), [www.brainpop.com](http://www.brainpop.com), [www.ixl.com](http://www.ixl.com), full-time behavior interventionist, Steps of Success after-school tutoring, General Motors: World in Motion, MSU Extension Health and Nutrition, weekly Family Math Night, Girls on the Run, Kiwanis Terrific Kid, Law Career Day, Battle of the Books, Assistance League of Southeastern Michigan, Michigan DHS, Creative Links to Learning Teacher Grants.

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

Research-based reform strategies were selected based on the findings of the comprehensive needs assessment such as differentiated reading instruction, PLC's and ILC's for data and curriculum monitoring, RTI, and a multi-tiered system of support, writing across the content areas using Thinking Maps, Everyday Math strategies or games to focus on problem solving and number and operations, close and critical reading across the content areas, and PBIS. In our Title I school-wide building, where all students have been identifies as lower socio-economic status, the data supports that our ELL students who are first generation citizens with limited English support at home, our African-American students as well as students with disabilities show the largest achievement gaps. The causes of the achievement gaps are language barriers, cultural diversity, socio-economic status, and a need for parental training for student academic reinforcement.

<http://ies.ed.gov/ncee/wwc/> What Works Clearinghouse: A central source of scientific evidence for what works in education. (Institute of Education Sciences)

<http://www.rti4success.org> National Center on Response to Intervention (RTI): The Center's mission is to provide technical assistance to states and districts and building the capacity of states to assist districts in implementing proven models for RTI/Early Intervention Services.

#### **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.**

##### Reading:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week in small groups and rotating instruction and for the strategic and benchmark groups two - three days per week. Research confirms that teachers have the skills and knowledge to provide high-quality reading lessons to struggling readers. (Boyd-Zaharias & Pate-Bain, 1998: Gerber, Finn, Achilles & Boyd-Zaharias, 2001). The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional reading support. This plan will increase the quality of instruction to multi-tiered students due to the targeted focus on a specific skill with a decreased pupil to teacher ratio. This focus will assist in closing the achievement gap by providing daily targeted, focused instruction to Tier 3 students. Supplementary instructional programs to support and recognize children who are disadvantaged include [www.readinga-z.com](http://www.readinga-z.com), [www.raz-kids.com](http://www.raz-kids.com), [www.brainpop.com](http://www.brainpop.com).

##### Writing:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. The use of research based programs such as Thinking Maps and Writing Tracker will be utilized. The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional reading support. This plan will increase the quality of instruction to multi-tiered students due to the targeted focus on a specific skill with a decreased pupil to teacher ratio. This focus will assist in closing the achievement gap by providing daily targeted, focused instruction to Tier 3 students. Supplementary instructional programs to support and recognize children who are disadvantaged include [www.readinga-z.com](http://www.readinga-z.com), [www.raz-kids.com](http://www.raz-kids.com), [www.brainpop.com](http://www.brainpop.com).

##### Math:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Research confirms that teachers have the skills and knowledge to provide high-quality lessons to struggling students. (Boyd-Zaharias & Pate-Bain, 1998: Gerber, Finn, Achilles & Boyd-Zaharias, 2001). The math interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional math support. Rules and operations, algebraic thinking, decimal fraction operations, whole number division, area/perimeter, and mathematical connections are areas of weakness.

##### Science:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Research confirms that teachers have the skills and knowledge to provide high-quality lessons to struggling students. (Boyd-Zaharias & Pate-Bain, 1998: Gerber, Finn, Achilles & Boyd-Zaharias, 2001). The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional science support.

##### Social Studies:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Research confirms that teachers have the skills and knowledge to provide high-quality lessons to struggling students. (Boyd-Zaharias & Pate-Bain, 1998: Gerber, Finn, Achilles & Boyd-Zaharias, 2001). The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional science support.

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

The methods used to monitor the progress of all students and those who receive interventions include: NWEA, MEAP, DIBELS Next, DIBELS Progress Monitoring, summative and formative assessments based on core content curriculum. Other forms of monitoring include weekly teacher informal observations, homework, and tutor comments. The monitoring takes place daily in whole group, small group, and one-to-one settings. Student progress is followed and reviewed during ILC, PLC, grade level, and IST meetings.

**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?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | No       | NA      |            |

| 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?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes      | The School District of the City of Pontiac HR, prior to the hiring of any teachers, insures that all teachers meet NCLB requirements for highly qualified. |            |

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

Rogers Elementary has had no change other than 1 retirement and the exception of lay off.

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

The average teaching experience of our teachers is 21 years.

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

The School District of the City of Pontiac is responsible for attracting and retention of high quality teachers.

Initiatives at the school to attract and retain high quality teachers are shared decision making and personal and academic growth through professional development opportunities.

### **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?**

Not applicable to Rogers.

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## 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 that the staff will receive is as follows:

Data analysis and how to use information: NWEA & DIBELS Next DRA K-1

Reader's Workshop

Guided Reading

Selection of text by students/teachers

Close and Critical Reading Questions 1 & 2

Continued Support with Core Source Book & Training for new teachers/staff

Writing Tracker

Instructional Learning Cycle (ILC) 3-4 cycles throughout the year

Common Core Expectations and Integrations

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

The professional learning that is continued from one year to the next will be determined by disaggregating academic data from school-wide assessments. This data will drive the focus of ILC's and PLC's. PD that will be carried on through the course of the year is Reader's Workshop and Close and Critical Reading with integration of Writing Tracker and Core Source Book. With the development of Common Core state standards ongoing professional development is necessary.

| Label | Assurance   | Response | Comment | Attachment   |
|-------|---|----------|---------|--|
|       | 3. The school's Professional Learning Plan is complete. | Yes      |         | Literacy and Math Professional Development Plan Rogers |

## Component 6: Strategies to Increase Parental Involvement

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

Parents will be invited at our annual back to school meeting to join the PTO and participate in schoolwide planning for the upcoming school year. Parents will be asked to help create a year long calendar that will consist of parent training, family night's, classroom volunteer's and other programs within the school. Parents will have a voice in schoolwide planning by attending PTO meetings, conferences, school board meetings and district parent involvement meetings. Parents will also have involvement through completion of the parent surveys.

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

Parents will be involved in the implementation of the schoolwide plan through participation in any and all of the 10 Schoolwide Components. They will also have an opportunity to assess programs and activities twice a year through parent surveys.

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

Parents will be involved in the evaluation of the schoolwide plan through the PTO meetings and participation in schoolwide events. Parents will complete meeting and activity evaluations at the close of the event. These evaluations will be shared and discussed during ILC's and PLC's and PTO meetings.

| 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      |         | Pontiac_Parent Involvement Policy_Rogers |

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

- A. Provides assistance to parents in understanding State content & achievement 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 at 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 other parent meetings.
  - ° Conducting 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

## School Improvement Plan

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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. [1118(e)(2)]

° The Parent Advisory Council, with the Parent Liaison's leadership, plans and conducts [4] parent workshops per year. The Council assists with communications to inform parents of all students of upcoming workshops and activities.

° A Parent Resource Room has been established as a working site for parents to hold meeting/workshops, work on projects. Parents are provided access to current, reputable literature and materials on a variety of topics relevant to parents. Materials are provided in a format that is understandable to parents.

C. Educates teachers, pupil services personnel, principals and other staff with the assistance of parents, in the value and utility of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encouraging other parents. [1118(e)(3)]

° [The Parent Liaison and parent group provides professional development workshops to inform teachers of the value of parental involvement in the school.]

° [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 Teacher Organization] 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 Liaison serves as a communication link between the different programs. Program leaders co-plan meetings/workshops with the Parent Liaison.]

° [The School Improvement Team monitors implementation of parent involvement activities through the continuous improvement process. Feedback from parents are studied and used to plan subsequent workshops or meetings.]

° [The Title I Program Administrator reviews all parent meeting and workshop 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 Liaison 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)]

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 ramps, elevators, and automatic door openers outside and within the building to ensure access to all areas of the school campus.

° Ensuring that school communications are free from educational jargon and presented in a format and, to the extent feasible, a language that parents can understand.

° Translating school documents and communications into languages that are most prevalent in our community (Spanish, ...)

° Providing services of a translator during parent meetings, workshops, conferences, as needed.

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

The parent involvement component will be evaluated through PTO meetings, evaluations and parent surveys.

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

The results of the parent involvement evaluations will be used for planning and updating the schoolwide program.

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

The School-Parent Compact was a district initiative developed collaboratively to insure consistency across the district.

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

The School-Parent Compact is discussed and disseminated during Open House in August. It is reviewed and discussed during parent/teacher conferences as a reminder of parent/student/teacher responsibilities.

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

Not applicable.

| Label | Assurance                                       | Response | Comment | Attachment            |
|-------|---|----------|---------|-----------------------|
|       | The School's School-Parent Compact is attached. | Yes      |         | Rogers Parent Compact |

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

The district ensures the employment of full-time ELL teachers and tutors for the translation of student academic assessment results. Tutors are also employed during parent/teacher conferences for translation services.

## **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?**

Currently the district plans a preschool visitation day in the Spring.

**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?**

Preschool teachers attend all district-wide professional development.

## **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?**

During ILC's and PLC's teachers collaborate regarding the use of school based academic assessments. Data is reviewed and discussed and decisions are made regarding areas of need for intervention, changes in instruction and possible parent contact. Information is shared between staff members weekly by grade level and monthly staff meetings.

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

Teachers are regularly involved in student achievement data analysis during grade level meetings, ILC's and PLC's. Forms of data include NWEA, MEAP, DIBELS Next, summative and formative assessments.

## **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 process to identify students who experience difficulty mastering academic achievement assessment standards at an advanced or proficient level is completed by the school's data team. The data team follows the process of identifying and assisting students experiencing difficulty mastering the state standards in all content areas. In monitoring student academic progress we use MEAP results, progress monitoring, NWEA, RTI monitoring and the MTSS system of support model. Baseline data is collected and teachers then put into place the appropriate interventions for reading, writing, math, science and social studies. DIBELS Next is used to monitor fluency and comprehension grades K-6. Based on students benchmark scores, MEAP proficiency levels and NWEA RIT bands interventions are developed for the targeted student populations.

### **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?**

Timely, effective and additional assistance is provided to students identified at risk academically.

Tier II students are those that have some skill mastery but need additional support to master the content standards. For those students we provide daily individual or small-group intervention in addition to the time allotted for core instruction; before and after-school tutoring; summer school; ELL tutors; in school volunteer tutorial support.

Tier III students are those that are at the greatest risk for failure and/or in the bottom 30% of student achievement. For those students we provide daily individual or small-group intervention in addition to the time allotted for core instruction; before and after-school tutoring; summer school; ELL tutors; in school volunteer tutorial support; intervention teachers and tutors in reading and mathematics; additional direct instruction by the classroom teacher is provided one-to-one.

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

Teachers regularly progress monitor individual student growth to insure progress toward benchmark goals. Adjustments to instruction are based on the findings of the progress monitoring. This process along with documentation and the RTI model will lead to mastery of core content standards. In addition, teachers provide varied learning options which help students obtain information and make sense of concepts and skills. Teachers provide challenges for all students including those in Tier II and Tier III.

The district's balanced calendar for 2014-2015 includes 3 intersessions (total of 20 days) that will be used to provide supplemental, targeted instruction for students identified for Tier II and III support. Students will be identified using the results of state assessments, where applicable, NWEA and other assessments used for universal screening, and assessment administered as part of the schoolwide ILC process. Intervention plans that articulate the areas of need for each student and/or group of students will be developed to guide instruction during the intercession period.

## **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)

## School Improvement Plan

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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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# School Improvement Plan

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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,

## School Improvement Plan

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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.**

ILC's and PLC's meet at least once a month to discuss the academic and behavioral progress of the students. Along with MEAP and NWEA data the teachers use DIBELS Next, WIDA, unit assessments, summative and formative assessments to monitor the progress of students and make adjustments to the SIP. When MEAP data becomes available, teachers meet across grade levels to conduct a gap analysis in all core content areas. Quarterly ILC's and PLC's review the effectiveness of objectives, strategies and activities to make appropriate changes. Parent, student and community surveys are used to gather perception data regarding the effectiveness of the SIP, including concerns. The plan is reviewed and updated twice a year.

### **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.**

During ILC, PLC and monthly staff meetings, discussion in regards to the academic and behavioral progress of the students is reviewed. Many forms of data are gathered and reviewed such as MEAP, NWEA, summative and formative assessments, and DIBELS Next in order to identify achievement gaps across grade levels in all content areas.

### **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.**

With the analysis of the above stated data, including subgroups such as gender, ethnicity, ELL, and SWD the ILC's and PLC's determine the effectiveness of the schoolwide program in increasing Tier II and Tier III student academic achievement. Student progress is also monitored for changes in proficiency levels. RTI MTSS provides support for students who are not meeting the academic expectations and instructional changes are implemented.

### **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?**

All stakeholders review and discuss gap analysis from the data as well as the comprehensive needs assessment in order to make any revisions necessary to the school improvement plan. Teachers review the plan prior to the beginning of the new school year in preparation to implement the SIP goals, strategies and activities.

# **School Improvement Plan 2018-19**

## **Overview**

### **Plan Name**

School Improvement Plan 2018-19

### **Plan Description**

May 24, 2018

## Goals Summary

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

| # | Goal Name  | Goal Details                                    | Goal Type      | Total Funding |
|---|--|---|----------------|---------------|
| 1 | All students will demonstrate proficiency in mathematics.  | Objectives: 1<br>Strategies: 3<br>Activities: 8 | Academic       | \$57800       |
| 2 | All students will demonstrate proficiency in literacy.   | Objectives: 1<br>Strategies: 2<br>Activities: 9 | Academic       | \$41500       |
| 3 | All students will demonstrate proficiency in writing.  | Objectives: 1<br>Strategies: 1<br>Activities: 4 | Academic       | \$9000        |
| 4 | All students will demonstrate proficiency in science.  | Objectives: 1<br>Strategies: 1<br>Activities: 4 | Academic       | \$2000        |
| 5 | All students will demonstrate proficiency in social studies.   | Objectives: 1<br>Strategies: 2<br>Activities: 5 | Academic       | \$11200       |
| 6 | The school will revise the system of teaching and learning to ensure that all students benefit from high quality instruction.  | Objectives: 1<br>Strategies: 2<br>Activities: 3 | Organizational | \$2000        |
| 7 | The school will establish an academically and socially supportive learning environment.  | Objectives: 1<br>Strategies: 3<br>Activities: 8 | Organizational | \$64200       |
| 8 | BUDGET - All students at Rogers Elementary 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<br>Strategies: 4<br>Activities: 9 | Organizational | \$1943804     |

## Goal 1: All students will demonstrate proficiency in mathematics.

### Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in number and operations, proportion/similarity, functions/linear equations and problem solving in Mathematics by 06/30/2019 as measured by state assessments, NWEA (K-10), & local assessments, including students who are performing below grade level (bottom 30%) & other targeted student populations (students with disabilities, English learners, economically disadvantaged)..

### Strategy 1:

Problem Solving - All teachers will assist students to make logical connections between concrete and abstract representations deepening their understanding of concepts by implementing the "8 standards of practice". All teachers will assist students to develop numeracy by daily guided practice. All teachers will teach and assess (formal and informal) students on the use of algorithms and applications related to numbers and operations. All teachers will identify, from data, students not making adequate progress in math for extended day enrichment. All teachers will incorporate internet sites such as [www.ixl.com](http://www.ixl.com) into the math curriculum.

Category: Mathematics

Research Cited: "Everyday Mathematics." Everyday Mathematics. 14 May 2013 <<http://everydaymath.uchicago.edu/>>.

Swanson, H. Lee, and Margaret Beebe-Frankenberger. "The Relationship Between Working Memory and Mathematical Problem Solving in Children at Risk and Not at Risk for Serious Math Difficulties." Journal of Educational Psychology 96 (2004): 471-91.

Tier: Tier 3

| Activity - Manipulatives & Instructional Resources   | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|--|------------------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Teachers will attend PD, as well as collaborate in ILC's and PLC's to understand and make connections among: tables, graphs, equations, verbal descriptions, drawings, etc to better implement multiple representations and instructional supports using DI. PD will be provided by Oakland Schools ISD. | Supplemental Materials | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All building leaders |

### Strategy 2:

Number and Operations - All teachers will assist students to make logical connections between concrete and abstract representations deepening their understanding of concepts. All teachers will assist students to develop numeracy by daily guided practice. All teachers will assess students on the use of algorithms and applications related to numbers and operations. All teachers will identify from data, students not

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making adequate progress in math for extended day enrichment. All teachers will incorporate internet programs such as [www.frontrowed.com](http://www.frontrowed.com) and [www.IXL.com](http://www.IXL.com) into the math curriculum.

Category: Mathematics

Research Cited: Ramos-Christian, Vanessa, Robert Schleser, and Mary E. Varn. "Math Fluency: Accuracy Versus Speed in Preoperational and Concrete Operational First and Second Grade Children." *Early Childhood Education Journal* 35 (2008): 543-49.

Windingstad, Sunny, Christopher Skinner, Emily Rowland, Elizabeth Cardin, and Jamie Fearington. "Extending Research on a Math Fluency Building Intervention: Applying Taped Problems in a Second-Grade Classroom." *Journal of Applied School Psychology* 25 (2009): 364-81.

"Everyday Mathematics." *Everyday Mathematics*. 14 May 2013 <<http://everydaymath.uchicago.edu/>>.

Tier: Tier 3

| Activity - Professional Learning Communities   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
|--|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|--------------------------|
| Teachers will attend ILC and PLC meetings to analyze data from common student assessments, design flexible interventions, and discuss research based instruction such as the "8 standards of practice". Teachers will collect data and artifacts to determine supplemental and specialized instruction.  | Professional Learning | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2000            | Title I Schoolwide | All building leaders     |
| Activity - MACUL/ NCTM Conference  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
| Teachers will attend the MACUL or NCTM conference annually to be in Grand Rapids or Detroit. Lodging, entrance, mileage, and food will be paid for those attending.  | Professional Learning | Tier 3 | Implement | 09/04/2018 | 09/30/2018 | \$2000            | Title I Schoolwide | Administration, teachers |
| Activity - Math Technology   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
| Teachers will use technology to deepen students concrete and abstract understanding of math concepts across the content area through site licenses such as Brainpop Jr, Brainpop, and Reading A-Z (math related literature). Teachers will also use internet sites such as Discovery Education, and Promethean Planet to enhance the delivery of math instruction. Promethean Boards and Chromebooks will be used to enhance student learning and understanding of concrete and abstract concepts. | Technology            | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$25000           | Title I Schoolwide | Administration, teachers |
| Activity - Math Interventionist  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |

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|   |                          |        |           |            |            |         |                    |                          |
|---|--------------------------|--------|-----------|------------|------------|---------|--------------------|--------------------------|
| A trained full time Math Interventionist to work with identified intensive students K-5 daily based on the districts funding. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$20000 | Title I Schoolwide | Administration, teachers |
|---|--------------------------|--------|-----------|------------|------------|---------|--------------------|--------------------------|

### Strategy 3:

Implement Standards Based Curriculum - Teachers will attend PD provided by the district and OS on adopted math programs. Teachers will use Atlas Rubicon to facilitate instruction. Teachers will use Common Core units of study along with select supplemental resources to deliver instruction.

Category: Mathematics

Research Cited: TBD

Tier: Tier 3

| Activity - PD Everyday Math  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible     |
|--|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|-----------------------|
| Teachers will attend PD on Everyday Math enactment guides provided by the district and OS. Lesson plan alignment monitored through weekly lesson plans and online guide through EDM. | Professional Learning | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$800             | Title I Schoolwide | All building leaders. |

| Activity - Atlas Rubicon  | Activity Type          | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|---|------------------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Teachers will utilize Atlas Rubicon to plan instruction through PLC's and ILC's collaboration. Student artifacts will reflect curriculum alignment. | Curriculum Development | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All building leaders |

| Activity - Math Supplemental Resources   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|--|---------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Supplemental resources will be used to provide interventions and enhancements for all student populations. Resources may include Everyday Math game kits, math pentathlon materials, and math technology such as www.frontrowed.com, Brainpop and Brainpop Jr., and www.IXL.com Data will be collected and monitored at least quarterly. | Materials     | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$6000            | Title I Schoolwide | All building leaders |

## Goal 2: All students will demonstrate proficiency in literacy.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth and Sixth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in word study & in comprehending complex texts, including close literature reading & meaning beyond literal in English Language Arts by 06/30/2019 as measured by MStep assessment, Fountas and Pinnell, MLPP K-1, NWEA K-5.

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### Strategy 1:

Focused Reading Instruction - Teachers will provide comprehension strategies with both narrative and informational text using graphic organizers during guided reading and flexible reading groups and CCRs (close and critical reading). All teachers will build stamina and fluency by providing leveled books for independent reading across the content areas. All teachers will determine through progress monitoring students who are not making adequate progress and provide differentiated instruction during the school day from classroom teacher, reading interventionists, tutors, ESL Teachers and after school tutoring. ELL teacher and tutors will provide instructional support and intervention services to ELL students in the general ed setting, and before/after school or as a pull out model. Teachers will use the Promethean Board and Chromebooks in classrooms to promote reading comprehension. All teachers will be involved in PLC and ILC meetings focused on differentiated reading instruction for reading comprehension. A full time social worker to address targeted groups of students with behavioral goals, plans, and interventions to deal with one on one peer mediation, group counseling and improved school wide behavior to impact reading across the content areas.

Category: English/Language Arts

Research Cited: Martens, Brian K., Tanya L. Eckert, John C. Begeny, Lawrence J. Lewandowski, Florence D. DiGennaro, Staci A. Montarello, Lauren A. Arbolino, Derek D. Reed, and Barbara H. Fiese. "Effects of a Fluency-Building Program on the Reading Performance of Low-Achieving Second and Third Grade Students." *Journal of Behavioral Education* 16 (2007): 38-53.

Morgan, P. L., G. Farkas, P. A. Tufis, and R. A. Sperling. "Are Reading and Behavior Problems Risk Factors for Each Other?" *Journal of Learning Disabilities* 41 (2008): 417-36.

reading improvement and behavior

Tier: Tier 3

| Activity - Reading Enrichment Classes   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
|---|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Teachers will support students in applying comprehension strategies using the Close and Critical Reading strategies including thirty minutes of supplemental reading daily. | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/30/2018 | \$5000            | Title I Schoolwide | Administration, teachers                          |
| Activity - MRA Conference   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
| Up to 3 teachers may attend the MRA Conference to enhance their knowledge of reading across the curriculum.   | Professional Learning    | Tier 2 | Implement | 09/04/2018 | 06/30/2019 | \$1500            | Title I Schoolwide | Pontiac School District, administration, teachers |

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| Activity - Technology Integration  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| The purchase of hardware and software licenses for reading across the curriculum such as Reading A-Z, Raz-kids, Brainpop, IXL, Brainpop Jr, Promethean boards, and Chromebooks.  | Technology               | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$7000            | Title I Schoolwide | Pontiac School District, administration, teachers |
| Activity - Reading Interventionists  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
| Small group instruction for reading intervention K-5 using purchased sets of leveled readers.  | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$20000           | Title I Schoolwide | Pontiac School District, administration           |
| Activity - Battle of the Books Club  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
| Students will be selected to participate in an after school reading enrichment club that will culminate in the Battle of the Books competitions at the Auburn Hills Public Library and the Pontiac Public Library. Resources needed are books, participation fees, student materials, transportation.  | Extra Curricular         | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$1500            | Title I Schoolwide | Administration, teachers                          |
| Activity - Close and Critical Reading in Content Areas   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
| Students will be instructed to understand text by looking at 4 questions: What does the text say? How did the author say it? What does the text mean? What does the text mean to me? This strategy addresses 8 of the Common Core Standards.All students will receive instruction in this strategy. Professional development will be provided through Oakland Schools reading coach. | Academic Support Program | Tier 3 | Implement | 09/05/2017 | 06/30/2018 | \$2000            | Title I Schoolwide | Teacher and Administration                        |
| Activity - Literacy Field Trips  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                 |
| Students K-5 will go to Meadowbrook Theater to participate in viewing a live stage performance. Bus cost and tickets for student participation will be purchased/paid for quarterly-K-2 twice, 3-5twice.   | Field Trip               | Tier 3 | Implement | 06/05/2018 | 06/30/2019 | \$0               | Title I Schoolwide | Administration, teachers                          |

## School Improvement Plan

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### Strategy 2:

Curriculum Monitoring - Teachers will meet in PLCs and ILCs to discuss student data and plan academic instruction based on data analysis with a focus on literary proficiency K-5.

Category: English/Language Arts

Research Cited: TBD

Tier: Tier 3

| Activity - PLC and ILC Meetings  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                             |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|---|
| Teachers will progress monitor, collect and analyze student data monthly in PLC/ILC meetings and use the data to make decisions about learning needs of students.  | Professional Learning    | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2000            | Title I Schoolwide | All building leaders.                         |
| Activity - Guided Reading  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                             |
| All students will receive guided reading instruction based on their instructional needs. Progress monitoring will be done every 3-4 weeks to determine instructional focus. Intensive students will be met with daily; strategic will be met with 3-4 days a week, others will be met with on an as needed basis. Leveled books will be purchased/printed for small group and home practice. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2500            | Title I Schoolwide | All classroom teachers and intervention alist |

## Goal 3: All students will demonstrate proficiency in writing.

### Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing using evidence to develop written ideas and to respond to the ideas of others in English Language Arts by 06/30/2019 as measured by formative, summative, state level assessments, and NWEA K-5..

### Strategy 1:

Writing Across the Content Areas - All teachers will have students draft, revise and edit writing products for their writing folders. All teachers will have students provide a written response to a prompt and assess their writing according to the State rubrics. Teachers will provide data for students needing additional support in writing for extended day enrichment. Use of PLC/ILC meetings to discuss and plan differentiated instructional adjustments in the identified priority areas of writing.

Category: English/Language Arts

Research Cited: Knipper, Kathy J., and Timothy J. Duggan. "Writing to Learn Across the Curriculum: Tools for Comprehension in Content Area Classes." The Reading Teacher 59 (2006): 462-70.

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Olinghouse, Natalie G., and Steve Graham. "The relationship between the discourse knowledge and the writing performance of elementary-grade students." *Journal of Educational Psychology* 101 (2009): 37-50.

Tier: Tier 3

| Activity - PD in common core writing   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--|
| Teachers will receive PD on Writing Workshop, in the the three modes of writing: narrative, information/explanatory, and opinion K-5, as well as CCSS grammar grade level expectations. Teachers will use writing and grammar rubrics, and quick writes, to evaluate/assess student writing progress in PLCs and ILCs. | Professional Learning    | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2000            | Title I Schoolwide | Oakland Schools Literacy Coach, administration, teachers |
| Activity - Student created books   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| Teachers will facilitate the writing of student created books across the content areas. Teachers will also create books for students to take home for a personal library of mastered books. A printer, paper, ink, book binders and blank books will be purchased.   | Direct Instruction       | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$5000            | Title I Schoolwide | Administration, teachers.                                |
| Activity - Daily Writing   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| Students will use response journals to reflect their understanding in content areas. Short constructed responses will be used in ELA, Math, Science, and Social Studies.   | Direct Instruction       | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$2000            | Title I Schoolwide | All building leaders                                     |
| Activity - Thematic Units of Study   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible  |
| Reflection Journal writing to document learning and activities. Research writing for thematic units.   | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$0               | Title I Schoolwide | Administration, teachers                                 |

## Goal 4: All students will demonstrate proficiency in science.

### Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of processes in Science by 06/30/2019 as measured by state and local assessments (NWEA K-12).

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### Strategy 1:

Content Literacy - Teachers will assist students to develop understanding and excitement of grade level science concepts and vocabulary using close and critical reading as well as vocabulary strategies. All teachers will identify grade level CCSS and develop common pre and post assessments. Teachers will incorporate reading a-z, raz-kids, united streaming, science a-z, brainpop jr, brainpop into their lessons.

Category: English/Language Arts

Research Cited: to be determined

Tier: Tier 3

| Activity - ILC/PLC Meetings  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|--------------------------|
| <p>The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations.</p> <p>The district develops a three to five year improvement plan that identifies priorities for professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness; The district ensures that professional learning is ongoing, job-embedded, data-driven and collaboratively designed.</p> <p>All instructional staff have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.</p> | Teacher Collaboration    | Tier 2 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All building leaders     |
| Activity - Response Journals   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
| Journals will be purchased for each student K-5. Students will use response journals to reflect their understanding in content areas weekly. Short constructed responses will be used in science to analyze benchmark assessment data. Journals will also document vocabulary and illustrate investigations.   | Direct Instruction       | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All building leaders     |
| Activity - Science Units of Study  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
| Quarterly units of study are: Outdoor learning at Hawk Woods to include plants, animal life, and conservation. General Motors partnership, rocket and planet mobile building. Spring Fling!-life cycles of animals includes field trip to the Detroit Zoo . Science Journals will be purchased for documentation of learning.  | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0               | Title I Schoolwide | Administration, teachers |

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| Activity - Teaching Science for Learning   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding   | Staff Responsible           |
|--|-----------------------|--------|---------------|------------|------------|-------------------|---------------------|-----------------------------|
| <p>Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.</p> <p>Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.</p> <p>The district provides direction on effective instructional practices and school/district processes (e.g. collaborative time, student supports and interventions, culture/climate interventions) and monitors their impact on student achievement and educator effectiveness</p> <p>Improve Teaching Strategies to Support Visible Learning of Students with a Focus on the Science Practices of engaging in argument from evidence, constructing explanations and designing solutions, and developing and using models while engaging students in productive discourse.</p> <p>Develop a K-12 classroom culture that supports the new vision of science education. Teachers should align their teaching approaches, curriculum resources, and students' tasks with the vision (Recommendation #3)</p> | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/30/2019 | \$0               | No Funding Required | Teachers and Administration |

## Goal 5: All students will demonstrate proficiency in social studies.

### Measurable Objective 1:

50% of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in the areas of historical, economic and geographic perspectives by 6/30/2019 as measured by state and local assessments. in Social Studies by 06/30/2019 as measured by state and local assessments..

### Strategy 1:

Best Practices for Achievement and Engagement - Teachers will participate in ILC and PLC meetings to collaborate on instructional strategies to teach and develop specific instructional learning goals to target closing the achievement gap in Social Studies. Teachers will assist students in learning age appropriate vocabulary and content. All teachers will incorporate graphic organizers, technology and projects to enhance student learning.

Category: Learning Support Systems

Research Cited: to be determined

Tier: Tier 3

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| Activity - Teacher ILC/PLC   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|--|--------------------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Teachers will meet in ILCs and PLCs to develop common lesson plans, assessments, and learning goals to provide interventions and best practices for all students to achieve.   | Curriculum Development   | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$200             | Title I Schoolwide | All building leaders |
| Activity - Social Studies Technology   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
| Teachers and students will explore, using a variety of graphic organizers, technology (Reading A-Z, United Streaming-Discovery Learning, Brainpop,Brainpop Jr., ) and projects to support, extend and enhance student understanding of Social Studies. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$5000            | Title I Schoolwide | All building leaders |

### Strategy 2:

Content Literacy - Teachers will assist students to develop understanding and excitement of grade level social studies concepts and vocabulary using close and critical reading as well as vocabulary strategies. All teachers will identify grade level CCSS and develop common pre and post assessments. Teachers will incorporate reading a-z, raz-kids, united streaming, science a-z, brainpop jr, and brainpop into their lessons.

Category: English/Language Arts

Research Cited: TBD

Tier: Tier 3

| Activity - Response Journals   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|--|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Journals will be purchased for students to use as response journals to reflect their understanding in content areas weekly. Short constructed responses will be used in Social Studies to analyze benchmark assessment data.   | Direct Instruction    | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All building leaders |
| Activity - CC Literacy as it relates to SS PD  | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
| Teachers will participate in PD to increase teacher's content knowledge, skills and classroom practices for the purpose of aligning curriculum to CCSS for literacy in social studies and argumentative writing. Teachers will meet in PLC's and ILC's to analyze student data and develop and implement differentiated instruction. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$5000            | Title I Schoolwide | All building leaders |
| Activity - Social Studies Units of Study   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |

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|  |                          |        |           |            |            |     |                    |                          |
|--|--------------------------|--------|-----------|------------|------------|-----|--------------------|--------------------------|
| Quarterly Unit of Study are according to ATLAS Rubicon. Field trips include Henry Ford Museum, State Capitol, Auburn Hills Library, Virtual Learning Field Trips, Charles H. Wright African-American Museum, and Holocaust Museum. | Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$0 | Title I Schoolwide | Administration, teachers |
|--|--------------------------|--------|-----------|------------|------------|-----|--------------------|--------------------------|

## Goal 6: The school will revise the system of teaching and learning to ensure that all students benefit from high quality instruction.

### Measurable Objective 1:

demonstrate a proficiency on professional competencies at a level of 80% as measured by the district's educator evaluation. by 06/30/2019 as measured by the districts educator evaluation.

### Strategy 1:

Collaborative Evaluation Process - Pre and post conferences with open dialogue between administrators, evaluators and teachers based on the professional competencies. Use results of Annual Educator Evaluation to filter existing staff.

Category: Learning Support Systems

Research Cited: to be determined

Tier: Tier 3

| Activity - Professional Development   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible   |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|---------------------|
| PD provided by district and OS in professional competencies for the evaluation process. | Professional Learning | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All school leaders. |

### Strategy 2:

Data Utilization - A data wall will be created and displayed in a prominent place in the building and well as in google classroom

Category: School Culture

Research Cited: TBD

Tier: Tier 3

| Activity - Data Wall  | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|---|---------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| All building leaders will collaborate to create a data display for sharing data with stakeholders. Data displayed will be analyzed during PLCs and ILCs to guide instruction. | Other         | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$500             | Title I Schoolwide | All building leaders |

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| Activity - Data Use   | Activity Type | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|---|---------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Teachers will gather, compile, and review data to create a building data wall. The data gathered will be used to monitor mastery of essential skills, attendance, behavior (PBIS/SWIS), and progress. | Other         | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$500             | Title I Schoolwide | All building leaders |

## Goal 7: The school will establish an academically and socially supportive learning environment.

### Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods by 06/30/2019 as measured by improvements on surveys, assessments, and identified program and process data..

### Strategy 1:

PD Culturally Proficient Instruction - Stakeholders will attend workshops focusing on becoming a Culturally Competent Educator. As well as participate in professional development opportunities.

Category: School Culture

Research Cited: To be determined.

Tier: Tier 3

| Activity - PD Climate and Culture   | Activity Type         | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible    |
|---|-----------------------|--------|-----------|------------|------------|-------------------|--------------------|----------------------|
| Stakeholders will attend workshops led by Jay Marks, Oakland Schools Consultant, focusing on Becoming a Culturally Competent Educator. As well as professional development led by Dr. Theodore Ransaw, Mr. Gregory White, Mr. Sean Williams | Professional Learning | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0               | Title I Schoolwide | All building leaders |

### Strategy 2:

Staff, Parent and Community Roles - Obtain feedback to plan/perform culturally competent programs through surveys, questionnaires, such as our Brotherhood Program and Cultures From Around the World Program.

Category: School Culture

Research Cited: TBD

Tier: Tier 3

| Activity - Surveys | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Rogers School

|  |                            |             |              |                   |                 |                          |                          |                                    |
|--|----------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|------------------------------------|
| Administer surveys to building stakeholders to inform planning of differentiated programs for parents such as Parent University through Oakland University provided by the district.   | Community Engagem<br>ent   | Tier 3      | Implement    | 09/04/2018        | 06/30/2019      | \$200                    | Title I Schoolwide       | All building leaders               |
| <b>Activity - DHS partnership</b>  | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>           |
| Partner to work with parents and students to resolve issues of attendance, tardiness, homelessness and case management by providing support for transportation, supplies, uniforms and additional needs as allowable.  | Behavioral Support Program | Tier 3      | Implement    | 09/04/2018        | 06/30/2019      | \$0                      | Section 31a              | All building leaders and DHS staff |
| <b>Activity - ESL Support</b>  | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>           |
| An ESL teacher as well as bilingual tutors will assist our multi-linguistic families with translation, support for daily living, and student academic growth. Bilingual parent workshops and education classes are available within the Pontiac School District. | Academic Support Program   | Tier 3      | Monitor      | 09/04/2018        | 06/30/2019      | \$0                      | Title III                | Administration, teachers           |

### Strategy 3:

Effective Behavior Support - Create a behavior support system to monitor student progress and establish a disciplinary system building wide to support all students.

Category: School Culture

Research Cited: TBD

Tier: Tier 3

|  |                            |             |              |                   |                 |                          |                          |                          |
|--|----------------------------|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|--------------------------|
| <b>Activity - At Risk Social Worker</b>  | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
| Full time at risk social worker to address targeted groups of students and their needs such as behavior, homelessness, transportation, uniforms, and other needs using building wide PBIS. | Behavioral Support Program | Tier 3      | Monitor      | 09/04/2018        | 06/30/2019      | \$60000                  | Title I Schoolwide       | All building leaders     |
| <b>Activity - Behavior Student Incentives</b>  | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |
| School leaders will provide student incentives weekly for behavior.  | Behavioral Support Program | Tier 3      | Implement    | 09/04/2018        | 06/30/2019      | \$3000                   | Title I Schoolwide       | All building leaders     |
| <b>Activity - Academic Student Incentives</b>  | <b>Activity Type</b>       | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b> |

## School Improvement Plan

Rogers School

|   |                            |        |           |            |            |                   |                    |                          |
|---|----------------------------|--------|-----------|------------|------------|-------------------|--------------------|--------------------------|
| School leaders will provide student incentives quarterly for attendance and academics.  | Academic Support Program   | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | Title I Schoolwide | All building leaders     |
| Activity - Behavior Intervention Specialist   | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible        |
| A behavior interventionist will be hired to assist families and students to work on social skills, character education, life skills, and student workshops using PBIS. The behavior interventionist will work with all students and families to promote healthy culturally competent relationships. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0               | Title I Schoolwide | Administration, teachers |

## Goal 8: BUDGET - All students at Rogers Elementary 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 80% in all areas by 06/30/2019 as measured by State Assessment.

### Strategy 1:

Attainment, Development, Support and Retention of High Quality Administration - The district will attain a school leader 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 |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Rogers School

|   |   |        |         |            |            |         |       |  |
|---|---|--------|---------|------------|------------|---------|-------|--|
| Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment. | Recruitment and Retention, Other - Attainment | Tier 1 | Monitor | 09/04/2018 | 06/30/2019 | \$85000 | Other | Human Resources and Curriculum Offices |
|---|---|--------|---------|------------|------------|---------|-------|--|

| 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, Other - High Quality Administration and corresponding materials/supplies/resources | Tier 1 | Monitor | 09/04/2018 | 06/30/2019 | \$100000          | Other             | Human Resources and Principal Leader |

| 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 |       | 09/04/2018 | 06/30/2019 | \$75000           | Other             | Human Resources, Principal Leader and Curriculum Offices |

### 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

| Activity - Attainment and Support of Instructional/Support Staff | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Rogers School

|  |  |        |           |            |            |           |       |   |
|--|--|--------|-----------|------------|------------|-----------|-------|---|
| Pontiac Schools and the Principal Leader will attain 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, Behavioral Support Program, Supplemental Materials, Materials, Academic Support Program, Other - School Staffing, Programs, Instructional/Assessment/Monitoring Supplies, Materials and Resources, Direct Instruction | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$1500000 | Other | Human Resources, Curriculum, Principal Leader, Grants 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 | Implement | 09/04/2018 | 06/30/2019 | \$75000           | Other             | Human Resources, Principal Leader, Curriculum Offices |

### 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 |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## School Improvement Plan

Rogers School

|   |   |             |              |                   |                 |                          |                          |   |
|---|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|---|
| Pontiac Schools will attain and maintain technology advancement, transportation and security services and resources conducive in improving student achievement.   | Technology , Other - Operational Services                             |             | Monitor      | 09/04/2018        | 06/30/2019      | \$100000                 | Other                    | Technology , Student Services, Security Offices         |
| <b>Activity - Attain and Maintain School Completion and Advancement Programs, Materials and Resources</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>                                |
| Pontiac Schools will attain and maintain dual enrollment and high school completion services, materials and resources conducive in improving student achievement. | Career Preparation /Orientation , Materials, Academic Support Program | Tier 1      | Implement    | 09/04/2018        | 06/30/2019      | \$0                      | Other                    | Principal Leader, Curriculum, Students Services Offices |

### Strategy 4:

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

Category: Other - Engagement and Involvement

Tier: Tier 1

|  |   |             |              |                   |                 |                          |                          |                                   |
|--|---|-------------|--------------|-------------------|-----------------|--------------------------|--------------------------|-----------------------------------|
| <b>Activity - Positive Behavioral Intervention &amp; Supports Events and Resources</b>   | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>          |
| Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement. | Behavioral Support Program, Supplemental Materials, Parent Involvement, Materials, Community Engagement | Tier 1      | Monitor      | 09/04/2018        | 06/30/2019      | \$1000                   | Other                    | Principal Leader and School Staff |
| <b>Activity - Parent Events and Resources</b>  | <b>Activity Type</b>  | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b> | <b>Staff Responsible</b>          |

**School Improvement Plan**

Rogers School

|   |  |        |           |            |            |        |       |                                   |
|---|--|--------|-----------|------------|------------|--------|-------|-----------------------------------|
| Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement. | Supplemental Materials, Parent Involvement, Professional Learning, Materials, Community Engagement | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$7804 | Other | Principal Leader 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  |
|---|---|---|--------|-----------|------------|------------|-------------------|--|
| 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. | Career Preparation /Orientation , Materials, Academic Support Program | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$0               | Principal Leader, Curriculum, Students Services Offices  |
| Attainment of a Principal Leader  | Pontiac Schools will attain a principal leader who will effectively lead a school in improving student achievement according to State Assessment.                 | Recruitment and Retention, Other - Attainment                         | Tier 1 | Monitor   | 09/04/2018 | 06/30/2019 | \$85000           | Human Resources and Curriculum Offices                   |
| 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.   | Technology , Other - Operational Services                             |        | Monitor   | 09/04/2018 | 06/30/2019 | \$100000          | Technology , Student Services, Security Offices          |
| 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 |           | 09/04/2018 | 06/30/2019 | \$75000           | Human Resources, Principal Leader and Curriculum Offices |

# School Improvement Plan

Rogers School

|  |   |   |               |                  |                   |                   |                  |  |
|--|---|---|---------------|------------------|-------------------|-------------------|------------------|--|
| <p>Attainment and Support of Instructional/Support Staff</p> | <p>Pontiac Schools and the Principal Leader will attain 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.</p> | <p>Recruitment and Retention, Behavioral Support Program, Supplemental Materials, Materials, Academic Support Program, Other - School Staffing, Programs, Instructional/Assessment/Monitoring Supplies, Materials and Resources, Direct Instruction</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/04/2018</p> | <p>06/30/2019</p> | <p>\$1500000</p> | <p>Human Resources, Curriculum, Principal Leader, Grants Offices</p> |
| <p>Support and Retention - School Office</p>                 | <p>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.</p>   | <p>Recruitment and Retention, Materials, Other - High Quality Administration and corresponding materials/supplies/resources</p>   | <p>Tier 1</p> | <p>Monitor</p>   | <p>09/04/2018</p> | <p>06/30/2019</p> | <p>\$100000</p>  | <p>Human Resources and Principal Leader</p>                          |
| <p>Development of Instructional/Support Staff</p>            | <p>Pontiac Schools and the Principal Leader will provide professional learning to school instructional/support staff needed in improving student achievement.</p>   | <p>Professional Learning</p>  | <p>Tier 1</p> | <p>Implement</p> | <p>09/04/2018</p> | <p>06/30/2019</p> | <p>\$75000</p>   | <p>Human Resources, Principal Leader, Curriculum Offices</p>         |

## School Improvement Plan

Rogers School

|  |  |   |        |           |            |            |        |                                   |
|--|--|---|--------|-----------|------------|------------|--------|-----------------------------------|
| Parent Events and Resources                                      | Principal Leader and Staff will provide parents parental events and resources conducive in improving student achievement.                | Supplemental Materials, Parent Involvement, Professional Learning, Materials, Community Engagement      | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$7804 | Principal Leader and School Staff |
| Positive Behavioral Intervention & Supports Events and Resources | Principal Leader and Staff will provide students and parents behavioral events and resources conducive in improving student achievement. | Behavioral Support Program, Supplemental Materials, Parent Involvement, Materials, Community Engagement | Tier 1 | Monitor   | 09/04/2018 | 06/30/2019 | \$1000 | Principal Leader and School Staff |

### Title I Schoolwide

| Activity Name               | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                                 |
|-----------------------------|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Academic Student Incentives | School leaders will provide student incentives quarterly for attendance and academics.   | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | All building leaders                              |
| Response Journals           | Journals will be purchased for students to use as response journals to reflect their understanding in content areas weekly. Short constructed responses will be used in Social Studies to analyze benchmark assessment data. | Direct Instruction       | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$1000            | All building leaders                              |
| Technology Integration      | The purchase of hardware and software licenses for reading across the curriculum such as Reading A-Z, Raz-kids, Brainpop, IXL, Brainpop Jr, Promethean boards, and Chromebooks.  | Technology               | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$7000            | Pontiac School District, administration, teachers |

## School Improvement Plan

Rogers School

|                            |  |                          |        |           |            |            |        |  |
|----------------------------|--|--------------------------|--------|-----------|------------|------------|--------|--|
| MRA Conference             | Up to 3 teachers may attend the MRA Conference to enhance their knowledge of reading across the curriculum.  | Professional Learning    | Tier 2 | Implement | 09/04/2018 | 06/30/2019 | \$1500 | Pontiac School District, administration, teachers        |
| ILC/PLC Meetings           | <p>The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations.</p> <p>The district develops a three to five year improvement plan that identifies priorities for professional learning based on a co professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness; The district ensures that professional learning is ongoing, job-embedded, data-driven and collaboratively designed.</p> <p>All instructional staff have a deep and shared understanding of the standards they are to teach, and how they connect to other grades/subjects.</p> | Teacher Collaboration    | Tier 2 | Implement | 09/04/2018 | 06/30/2019 | \$1000 | All building leaders                                     |
| PD in common core writing  | Teachers will receive PD on Writing Workshop, in the the three modes of writing: narrative, information/explanatory, and opinion K-5, as well as CCSS grammar grade level expectations. Teachers will use writing and grammar rubrics, and quick writes, to evaluate/assess student writing progress in PLCs and ILCs.   | Professional Learning    | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2000 | Oakland Schools Literacy Coach, administration, teachers |
| Teacher ILC/PLC            | Teachers will meet in ILCs and PLCs to develop common lesson plans, assessments, and learning goals to provide interventions and best practices for all students to achieve.   | Curriculum Development   | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$200  | All building leaders                                     |
| Student created books      | Teachers will facilitate the writing of student created books across the content areas. Teachers will also create books for students to take home for a personal library of mastered books. A printer, paper, ink, book binders and blank books will be purchased.   | Direct Instruction       | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$5000 | Administration, teachers.                                |
| Reading Enrichment Classes | Teachers will support students in applying comprehension strategies using the Close and Critical Reading strategies including thirty minutes of supplemental reading daily.  | Academic Support Program | Tier 2 | Implement | 09/05/2017 | 06/30/2018 | \$5000 | Administration, teachers                                 |
| Data Wall                  | All building leaders will collaborate to create a data display for sharing data with stakeholders. Data displayed will be analyzed during PLCs and ILCs to guide instruction.  | Other                    | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$500  | All building leaders                                     |

## School Improvement Plan

Rogers School

|   |  |                            |        |           |            |            |         |   |
|---|--|----------------------------|--------|-----------|------------|------------|---------|---|
| Social Studies Technology               | Teachers and students will explore, using a variety of graphic organizers, technology (Reading A-Z, United Streaming-Discovery Learning, Brainpop, Brainpop Jr., ) and projects to support, extend and enhance student understanding of Social Studies.  | Academic Support Program   | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$5000  | All building leaders                    |
| Math Technology                         | Teachers will use technology to deepen students concrete and abstract understanding of math concepts across the content area through site licenses such as Brainpop Jr, Brainpop, and Reading A-Z (math related literature). Teachers will also use internet sites such as Discovery Education, and Promethean Planet to enhance the delivery of math instruction. Promethean Boards and Chromebooks will be used to enhance student learning and understanding of concrete and abstract concepts. | Technology                 | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$25000 | Administration, teachers                |
| Behavior Student Incentives             | School leaders will provide student incentives weekly for behavior.  | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$3000  | All building leaders                    |
| Manipulatives & Instructional Resources | Teachers will attend PD, as well as collaborate in ILC's and PLC's to understand and make connections among: tables, graphs, equations, verbal descriptions, drawings, etc to better implement multiple representations and instructional supports using DI. PD will be provided by Oakland Schools ISD.   | Supplemental Materials     | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$1000  | All building leaders                    |
| CC Literacy as it relates to SS PD      | Teachers will participate in PD to increase teacher's content knowledge, skills and classroom practices for the purpose of aligning curriculum to CCSS for literacy in social studies and argumentative writing. Teachers will meet in PLC's and ILC's to analyze student data and develop and implement differentiated instruction.   | Professional Learning      | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$5000  | All building leaders                    |
| Response Journals                       | Journals will be purchased for each student K-5. Students will use response journals to reflect their understanding in content areas weekly. Short constructed responses will be used in science to analyze benchmark assessment data. Journals will also document vocabulary and illustrate investigations.   | Direct Instruction         | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$1000  | All building leaders                    |
| At Risk Social Worker                   | Full time at risk social worker to address targeted groups of students and their needs such as behavior, homelessness, transportation, uniforms, and other needs using building wide PBIS.   | Behavioral Support Program | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$60000 | All building leaders                    |
| Reading Interventionists                | Small group instruction for reading intervention K-5 using purchased sets of leveled readers.  | Academic Support Program   | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$20000 | Pontiac School District, administration |

# School Improvement Plan

Rogers School

|   |  |                          |        |           |            |            |         |   |
|---|--|--------------------------|--------|-----------|------------|------------|---------|---|
| PD Everyday Math                            | Teachers will attend PD on Everyday Math enactment guides provided by the district and OS. Lesson plan alignment monitored through weekly lesson plans and online guide through EDM.   | Professional Learning    | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$800   | All building leaders.                         |
| Literacy Field Trips                        | Students K-5 will go to Meadowbrook Theater to participate in viewing a live stage performance. Bus cost and tickets for student participation will be purchased/paid for quarterly-K-2 twice, 3-5twice.   | Field Trip               | Tier 3 | Implement | 06/05/2018 | 06/30/2019 | \$0     | Administration, teachers                      |
| Close and Critical Reading in Content Areas | Students will be instructed to understand text by looking at 4 questions: What does the text say? How did the author say it? What does the text mean? What does the text mean to me? This strategy addresses 8 of the Common Core Standards.All students will receive instruction in this strategy. Professional development will be provided through Oakland Schools reading coach.         | Academic Support Program | Tier 3 | Implement | 09/05/2017 | 06/30/2018 | \$2000  | Teacher and Administration                    |
| Math Interventionist                        | A trained full time Math Interventionist to work with identified intensive students K-5 daily based on the districts funding.  | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$20000 | Administration, teachers                      |
| Professional Learning Communities           | Teachers will attend ILC and PLC meetings to analyze data from common student assessments, design flexible interventions, and discuss research based instruction such as the "8 standards of practice". Teachers will collect data and artifacts to determine supplemental and specialized instruction.  | Professional Learning    | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2000  | All building leaders                          |
| Battle of the Books Club                    | Students will be selected to participate in an after school reading enrichment club that will culminate in the Battle of the Books competitions at the Auburn Hills Public Library and the Pontiac Public Library. Resources needed are books, participation fees, student materials, transportation.  | Extra Curricular         | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$1500  | Administration, teachers                      |
| Guided Reading                              | All students will receive guided reading instruction based on their instructional needs. Progress monitoring will be done every 3-4 weeks to determine instructional focus. Intensive students will be met with daily; strategic will be met with 3-4 days a week, others will be met with on an as needed basis. Leveled books will be purchased/printed for small group and home practice. | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2500  | All classroom teachers and intervention alist |
| Science Units of Study                      | Quarterly units of study are: Outdoor learning at Hawk Woods to include plants, animal life, and conservation. General Motors partnership, rocket and planet mobile building. Spring Fling!-life cycles of animals includes field trip to the Detroit Zoo . Science Journals will be purchased for documentation of learning.  | Academic Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0     | Administration, teachers                      |

## School Improvement Plan

Rogers School

|                                  |   |                            |        |           |            |            |        |                          |
|----------------------------------|---|----------------------------|--------|-----------|------------|------------|--------|--------------------------|
| Data Use                         | Teachers will gather, compile, and review data to create a building data wall. The data gathered will be used to monitor mastery of essential skills, attendance, behavior (PBIS/SWIS), and progress.   | Other                      | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$500  | All building leaders     |
| Thematic Units of Study          | Reflection Journal writing to document learning and activities. Research writing for thematic units.  | Academic Support Program   | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$0    | Administration, teachers |
| Behavior Intervention Specialist | A behavior interventionist will be hired to assist families and students to work on social skills, character education, life skills, and student workshops using PBIS. The behavior interventionist will work with all students and families to promote healthy culturally competent relationships. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0    | Administration, teachers |
| Atlas Rubicon                    | Teachers will utilize Atlas Rubicon to plan instruction through PLC's and ILC's collaboration. Student artifacts will reflect curriculum alignment.   | Curriculum Development     | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$1000 | All building leaders     |
| MACUL/ NCTM Conference           | Teachers will attend the MACUL or NCTM conference annually to be in Grand Rapids or Detroit. Lodging, entrance, mileage, and food will be paid for those attending.   | Professional Learning      | Tier 3 | Implement | 09/04/2018 | 09/30/2018 | \$2000 | Administration, teachers |
| Surveys                          | Administer surveys to building stakeholders to inform planning of differentiated programs for parents such as Parent University through Oakland University provided by the district.  | Community Engagement       | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$200  | All building leaders     |
| Professional Development         | PD provided by district and OS in professional competencies for the evaluation process.   | Professional Learning      | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$1000 | All school leaders.      |
| Social Studies Units of Study    | Quarterly Unit of Study are according to ATLAS Rubicon. Field trips include Henry Ford Museum, State Capitol, Auburn Hills Library, Virtual Learning Field Trips, Charles H. Wright African-American Museum, and Holocaust Museum.  | Academic Support Program   | Tier 1 | Implement | 09/04/2018 | 06/30/2019 | \$0    | Administration, teachers |
| PLC and ILC Meetings             | Teachers will progress monitor, collect and analyze student data monthly in PLC/ILC meetings and use the data to make decisions about learning needs of students.   | Professional Learning      | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$2000 | All building leaders.    |
| PD Climate and Culture           | Stakeholders will attend workshops led by Jay Marks, Oakland Schools Consultant, focusing on Becoming a Culturally Competent Educator. As well as professional development led by Dr. Theodore Ransaw, Mr. Gregory White, Mr. Sean Williams   | Professional Learning      | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0    | All building leaders     |
| Daily Writing                    | Students will use response journals to reflect their understanding in content areas. Short constructed responses will be used in ELA, Math, Science, and Social Studies.  | Direct Instruction         | Tier 3 | Monitor   | 09/04/2018 | 06/30/2019 | \$2000 | All building leaders     |

## School Improvement Plan

Rogers School

|                             |  |           |        |           |            |            |        |                      |
|-----------------------------|--|-----------|--------|-----------|------------|------------|--------|----------------------|
| Math Supplemental Resources | Supplemental resources will be used to provide interventions and enhancements for all student populations. Resources may include Everyday Math game kits, math pentathlon materials, and math technology such as www.frontrowed.com, Brainpop and Brainpop Jr., and www.IXL.com Data will be collected and monitored at least quarterly. | Materials | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$6000 | All building leaders |
|-----------------------------|--|-----------|--------|-----------|------------|------------|--------|----------------------|

### No Funding Required

| Activity Name                 | Activity Description   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible           |
|-------------------------------|--|-----------------------|--------|---------------|------------|------------|-------------------|-----------------------------|
| Teaching Science for Learning | <p>Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.</p> <p>Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.</p> <p>The district provides direction on effective instructional practices and school/district processes (e.g. collaborative time, student supports and interventions, culture/climate interventions) and monitors their impact on student achievement and educator effectiveness</p> <p>Improve Teaching Strategies to Support Visible Learning of Students with a Focus on the Science Practices of engaging in argument from evidence, constructing explanations and designing solutions, and developing and using models while engaging students in productive discourse.</p> <p>Develop a K-12 classroom culture that supports the new vision of science education. Teachers should align their teaching approaches, curriculum resources, and students' tasks with the vision (Recommendation #3)</p> | Professional Learning | Tier 1 | Getting Ready | 09/04/2018 | 06/30/2019 | \$0               | Teachers and Administration |

### Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

**School Improvement Plan**

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|             |  |                          |        |         |            |            |     |                          |
|-------------|--|--------------------------|--------|---------|------------|------------|-----|--------------------------|
| ESL Support | An ESL teacher as well as bilingual tutors will assist our multi-linguistic families with translation, support for daily living, and student academic growth. Bilingual parent workshops and education classes are available within the Pontiac School District. | Academic Support Program | Tier 3 | Monitor | 09/04/2018 | 06/30/2019 | \$0 | Administration, teachers |
|-------------|--|--------------------------|--------|---------|------------|------------|-----|--------------------------|

**Section 31a**

| Activity Name   | Activity Description  | Activity Type              | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible                  |
|-----------------|---|----------------------------|--------|-----------|------------|------------|-------------------|------------------------------------|
| DHS partnership | Partner to work with parents and students to resolve issues of attendance, tardiness, homelessness and case management by providing support for transportation, supplies, uniforms and additional needs as allowable. | Behavioral Support Program | Tier 3 | Implement | 09/04/2018 | 06/30/2019 | \$0               | All building leaders and DHS staff |