



School Improvement Plan

Pontiac High School

Pontiac City School District

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in ASSIST	

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Comprehensive Needs Assessment process -- Engaging in a Comprehensive Needs Assessment process remains critical for the 2018-2019 school year (as reflected in the School Improvement Plan). As part of the Consent Agreement with Michigan Department of Education (MDE), the Pontiac School District, as well as Pontiac High School, was originally required to rewrite their School Improvement Plans by February of 2014; the SIP became a working document, which continues to be updated yearly and which remains an essential working document for the school. The Comprehensive Needs Assessment process consists of a systematic review of all four measures of data:

Student Achievement, Perceptions (including parent, teacher, and student), School Programs/Process, and Demographics. Data collected and reviewed by PHS includes the following: a). student achievement data: NWEA; PSAT; SAT; ACT WorkKeys; M-Step; MI-ACCESS; b). perception data: parents, instructional staff, administration, and students; c). Process data: staff, student, and parent surveys; climate and culture surveys; PLC data; SSN data; d). demographics: staff, students, parents, and the community.

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

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

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

The fall NWEA assessment provided us with baseline data regarding student achievement in English (Reading) and Mathematics. The data was reviewed in monthly department/content area PLCs to inform continuous content and instructional decisions. In response to student achievement data, teachers were able to individualize instruction in order to demonstrate significant growth on the winter and spring NWEA assessments. SAT/PSAT preparation began early in the fall for the spring testing. In order to help our students better prepare for the SAT/PSAT, the Building Turnaround Team (BTN) along with Oakland Schools (OS) and Institute for Research and Reform in Education (IRRE) coaches, utilized the updated action plan that included data discussions, daily "SAT Question of the Day", and incorporation of SAT prep into lesson plans, and intensive during-the-day and Saturday tutoring in test-taking strategies.

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

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Rubicon/MAISA Units). The entire staff also again this year had an in-service that addressed student goal setting. This was done to assist students with identifying their current performance levels and identify targets to reach on the winter and spring NWEA tests, as well as setting their SAT performance goals. Teachers then used the goal-setting process to guide the discussions during Advisory time.

Student progress toward goals was reviewed after the winter NWEA administration. Advisory time was also used this year for an intensive daily NWEA Map Skills practice (based on learning targets/critical learning skills identified through NWEA MAP Skills mastery tests). Students took the SAT, ACT WorkKeys, M-Step (grade 11) and PSAT (grades 9 and 10), and MI-Access (grade 11 SE students on the certificate of completion track) during the spring semester. Data returned to the building will be reviewed and analyzed, by subject area departments, to inform the Title I Diagnostic tool, to further align curriculum and instruction, and to plan for the fall course offerings.

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

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

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

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Student Support Network Meetings -- student achievement and attendance data is also reviewed as part of the Student Support Network meetings (SSN). Pontiac High School conducted SSN meetings over the past six years. The meetings originated as a component of the State System of Support. Our first steps included identifying the objectives and responsibilities of reporting school data. After identifying the objectives and roles, the meetings were organized to conduct reporting sessions (to report the building data). SSN meetings are used to collect and report classroom data on instructional practices and strategies that are part of the School Improvement Plan. During the SSN meetings, the Building Turnaround Team reviews the school-wide common assessments data to evaluate lesson planning, targeted instruction, assessment, and SIP goals. In addition, the BTN team uses the SSN process to identify additional professional development needs. This school year the SSN process has continued to evaluate several Instructional Learning Cycles (all core departments but with a continued focus on math and ELA). As a result of quarterly SSN meetings, the BTN collected the data identifying teaching targets, assessment results, and instructional practices in all content areas where common assessment are conducted. Each SSN meeting culminates the work done each quarter. Its findings are then reported to the district officials. The SSN meetings are usually held in a "fishbowl" format. All BTN members, school administrators, and sometimes, district administrators attend these meetings. Student Support Network (SSN) meetings have been held so far this year at at the district level under the supervision of the MTSS Coordinator.

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

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

Instructional Staff Perception Data -- instructional staff perception data is collected regularly and includes such topics as home-to-school relations, school policies, SIP initiatives (Climate/Culture, etc.), and student attendance and achievement. PHS also collects instructional staff perception data related to building level instructional and behavioral policies, individual classroom practices, and student and staff relationship-building).

Student Perception Data -- student perception data is also collected regularly and includes various topics: academic and behavior policies, extra-curricular activities, student and staff relationship-building, home-to-school relations, curriculum, school culture, academic rigor and

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relevance, and SIP initiatives (e.g. Climate/Culture). Student feedback is also collected (on the progress they feel they are making toward academic goals and on the instructional practices that students think to be most helpful in their learning). The LAC-O survey measuring student perceptions has been given again this year.

School Programs/Data Collection Process -- school programs/process data are collected and reviewed using the Core Department Initiatives. Each core department rates the implementation of the department initiatives on a monthly basis to identify systems and practices staff believe are fully implemented and areas where improvements are needed in order to increase student achievement. These data are used to predict trends, to plan interventions based upon identified needs, and to improve systems and processes in the building. All core departments collect these process data. The rated Core Department Initiatives for School Improvement include SIOP, test prep., PLC work, the use of curriculum, etc. The rating scale is as follows: 0 -- no one in the department is implementing an initiative; 1 -- 33% (or less) of the department is implementing it; 2 -- 66% (or less) of the department is implementing it; 3 -- 100% of the department is implementing it, but only some are doing it well; 4 -- 100% of the department is implementing it, and everyone is doing it well. In addition, the BTN uses the Program Evaluation Tool to assess the implementation of the school improvement plan. The Program Evaluation Tool will be completed before June. Process data results are shared in various forms. The results are shared at staff and department meetings where staff reaches a consensus on suggested implementation changes. The final report is made available to staff and parents for final review and feedback before submission to the district. Parent University meetings that are held several times throughout a year also address the process data results. The principal presents this information to the community through local churches and at various community events. In addition, process data are presented at the Free Application for Federal Student Aid (FAFSA) workshops for parents, the school curriculum night, and parent- teacher conferences. To address the needs of the English Language Learners, interpreters are provided along with sending home correspondence in various languages. The school marquee, the District's website, robocalls, and TV media are also used to communicate information and inform stakeholders. This provides many opportunities for parents and the community to participate and to be included in the School Improvement Process at Pontiac High School.

Demographic Data Collection and Analysis -- demographic data is collected throughout the year via perception surveys that gather information about staff, students, parents, and the community. Demographic data is studied annually by three administrators (Principal, two Assistant Principals), one Alternative Program Coordinator, the building turnaround team, four Guidance Counselors, one College and Career Readiness Specialist, one College and Career Readiness tutor, one College Advisor, one Behavior Interventionist, two social workers (one Special Education, one At-Risk), 30 teachers, seven ELL tutors, seven teacher assistants and paraprofessionals, three Job Placement specialists, and three secretaries to predict trends and plan intervention. Gender data is collected at the beginning of the year by counselors who examine enrollment information to identify students for memberships in clubs (for example, The Gentlemen's Club, Young Women with Purpose Club); direct students to potential scholarships and resources; assist and coordinate support for the homeless students, foster care group homes, emancipated minors, pregnant teens and teen parents; and identify the need for sign language and ELL interpreters. Special Needs data is collected at the beginning of the school year by administrators, counselors, secretaries, and the Special Education department, to prepare student course schedules; plan and update the IEPs, Medicaid billings, and 504s. Ethnicity data is collected at the beginning of the year by counselors, secretaries, and teachers (using enrollment data) to determine scholarship opportunities and student participation in AVID college preparation; identify students needing supplemental services and resources; and plan for professional development opportunities targeting the needs of staff and parents (and aimed at supporting students). Socioeconomic data is collected at the beginning of the year by the district Title I Coordinator using Free and Reduced lunch count information and Homeless Data through the district homeless coordinator, to assist in the Title I budgeting process; to identify students in need of services through the Teen Health Center (volunteer dental services, holiday baskets, food supplementation); and to identify ways to support the homeless students (clothing, school supplies, social services). Home Language data is collected during student enrollment process by counselors, secretaries, and English Language Learner (ELL) Program coordinators to identify the languages for home-school communication, student participation in Title III ELL programs and interventions; provide information to ELL parents regarding adult education opportunities; and select, hire, and train the bilingual staff. Student data collected and entered in MI Star by the

counselors, teachers, and administrators includes attendance, behavior, and achievement reports. Updates happen at six-week marking period intervals and throughout the semester. Community demographic data is collected and reviewed from general Census data. Information and reports used to fill out school forms also inform the school about population of the building and students. Parent information is collected through the use of school forms at the beginning of the school year and during parent-teacher conferences. Parent surveys available during the school registration and at the parent-teacher conferences also have questions to inform the school about the parent population. Teacher demographic data is collected through the Teacher Qualification Documentation form and the district Highly Qualified Form. It is filled out at the beginning of the school year. Teachers also participate in graphing information on charts at staff meetings and fill out survey forms as needed. These data include years of teaching experience, certification, type of degrees, and professional development training. Data collected at staff meetings helps to complete the Title I Diagnostic, as well as help the staff learn each other's areas of expertise. Master Schedule data is based on projected enrollment and the information about students academic needs that administrators, counselors, and department heads collect prior to the beginning of each semester. Data is used to schedule students for "double dip" supplemental academic classes, participation in Early College/Dual Enrollment program, International Technology Academy (ITA), Honor Level and Advanced

Placement Courses, Advisory classes, and staffing. Data for club participation is collected by teachers, counselors, social workers, and administrators via student surveys to determine club interest and prioritize funding for the upcoming school year. Data is used to determine memberships and support for Student Council and National Honor Society. There are some trends that have been evident in the collected data in the last few years: increase in the Hispanic, male, and students with disabilities populations and a slight increase in the graduation rate. Socio-economic status, mobility, and attendance rate have been consistent in the last few years as well. Recently, there has been a marked decrease in the number of behavior referrals due to the use of Phoenix Intervention Center (PIC; an in-house behavior interventionist) and the use of Restorative practices.

Project-Based Learning and Blended Learning Classroom Model -- since 2014-2015, Pontiac High

School has been implementing the Blending Learning and the Project-Based Learning Classroom models in all core areas. At present, both programs have been fully implemented, however, there have been some difficulties due to a large number of substitute teachers.

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

Results of the Comprehensive Needs Assessment -- engaging in a Comprehensive Needs Assessment process has been critical since the 2013-14 school year. This process has been continued in the 2018-19 school year through the common assessment process and the review of NWEA and PSAT/SAT scores. The process consists of a systematic review of all four measures of data: Student Achievement, Perceptions (including parent, teacher, and student), School Programs /Process, and Demographic. The results of this data analysis are detailed in the following paragraphs.

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

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targets for the following subgroups: All Students, Asian, Hispanic of Any Race, White, Economically Disadvantaged, and English Language Learners. Reading met targets for the following subgroups: All Students, African American, Asian, Hispanic, White, Economically Disadvantaged, and English Language Learners. Social Studies met targets for the following subgroups: Asian, Hispanic of any Race, and White. Writing met targets for the following subgroups: All Students, African American, Hispanic of any Race, White, Economically Disadvantaged, and English Language Learners. Science met targets for the following subgroups: Asian and White. PHS did not meet Completion or Attendance Rate targets. Based on the data from 2014-15 and 2015-16, Michigan Public School Accountability Scorecard for PHS is red (that includes test scores as well as a decrease in the graduation rate from 71.69% (2014-15) to 66.42% (2015-16) and an increase in the dropout rate from 11.08% (2014-15) to 14.96% (2015-16). For 2016-17 school year, the aggregated data is as follows: percent of students proficient in all subjects on state tests is still below the state average but the number has not gone down compared to 2015-16 school year; graduation rate is below the state average but it has stayed the same compared to 2015-16 school year; percent of students who enrolled in college after high school is below the state average but is slightly higher compared to 2015-16 school year; percent of students who have on-track attendance is below state average but it has increased compared to 2015-16 school year; and the assessment participation (in the state tests) has not only increased compared to 2015-16 school year, but at more than 95%, it is only slightly lower than the state's 97% rate. For 2018-19, the aggregated data is not yet available.

ANNUAL MEASURABLE TARGETS HISTORICAL DATA:

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

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

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

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

2016-2017: Average SAT score: 818, M-STEP Science: 7% , M-STEP Social Studies, 11%

2017-2018: Average SAT score 821, M-STEP Science (NGSS Pilot Test; results not reportable) M-STEP Social Studies, 19%

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

ANNUAL MEASURABLE TARGETS: For the 2016-17 school year, the average SAT score was 818.4 (below state average but slightly higher than in 2015-16 school year). Also, 6.9% of students were proficient on the M-Step Science and 11.6% were proficient on the M-Step Social Studies, which is again a slight increase compared to 2015-16 school year. For the 2017-18 school year, the average SAT score was 821 (below state average). M-STEP Science test results are not available for 2017-2018 as the new NGSS test was in a pilot year. 19% were proficient on the M-Step. Social Studies, For 2018-19, the aggregated data is not yet available. PHS must meet the AMO target of 85% proficiency by 2024.

NWEA 2018-2019 Math

Fall 2018 Math

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Spring 2019 Math

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	Average	% At or Above Grade Level		Average	% At or Above Grade Level
9th Grade	216.1	22.9% (43 students)		217.7	18.9% (43 students)
10th Grade	215.2	19.8% (39 students)		218.3	25% (53 students)
11th Grade	217.6	20.2% (39 students)		219.8	18.4% (34 students)

NWEA 2018-2019 Reading

	Fall 2018 Reading			Spring 2019 Reading	
	Average	% At or Above Grade Level		Average	% At or Above Grade Level
9th Grade	210.5	28% (63 students)		215.1	33.6% (77 students)
10th Grade	211.8	32% (62 students)		215	39.3% (83 students)
11th Grade	210.8	28.6% (55 students)		217.6	43.2% (86 students)

NWEA 2018-2019 All students at or above grade level

	Fall	Spring
All Students Math	21%	21%
Reading	29.6%	38.4%

NWEA -- Under the conditions of the Blueprint Instructional Infrastructure System established by the Partnership Agreement with Oakland Schools Intermediate School District and the Michigan Department of Education, Pontiac School District has established a goal of 28% of students reaching grade-level proficiency in the mathematics and 41% of students in the reading sections of the NWEA by the end of the 2018-19 school year (Partnership Agreement, p 4). An examination of the Fall to Spring growth data indicates the following trends in mean RIT scores for grades 9-11 (12th grade did not test): 9th grade math mean score rose from 216.1 to 217.1 with 18.9% of students at or above grade level proficiency and reading from 210.5 to 215.1 with 33.6% of students at or above grade level proficiency; 10th grade math mean score rose from 215.2 to 218.3 with 25% of students at or above grade level proficiency and reading from 211.8 to 215 with 39.3% of students at or above grade level proficiency; and 11th grade math mean score from 217.6 to 219.8 with 18.4% of students at or above grade level proficiency and reading from 210.8 to 217.6 with 43.2% of students at or above grade level proficiency. In aggregate, 21% of students have demonstrated grade level or higher proficiency in math and 38.4% have in reading.

GAP STATEMENTS BY SUBGROUP:

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

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

NWEA READING/LANGUAGE GAP STATEMENTS BY SUBGROUP No sub group stood out as furthest from proficiency on the NWEA assessment in 2018-19 school year. READING/LANGUAGE FEEDER SCHOOL DATA The results of the NWEA assessments administered to the 8th-graders (our feeder schools students) in reading will be reported by the ITA and PMS. In August, the feeder school data is shared with high school counselors and used for course placement.

MATH GAP STATEMENTS BY SUBGROUP No sub group stood out as furthest from proficiency on the NWEA assessment in 2018-19 school year.

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

CONCLUSIONS: As the NWEA and M-STEP show, there have been various degrees of improvement in scores across the grades, from significant on departmental common assessments to moderate on M-STEP and NWEA. Several new programs and strategies continue to be implemented this year to address the low achievement scores. Continued this year: Daily NWEA Map Skills practice during Advisory time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test). Additionally, there has been a more widespread implementation of IRRE power strategies, with a specific focus on vocabulary and annotation instruction. The efficacy of these interventions are evident in the results of the spring 2019 testing data.

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

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

Students' Perceptions Results and Conclusions: LAC-O Student Engagement Survey measures student perceptions of teacher practice, classroom and school culture. LAC-O survey was administered in the Fall 2013, Fall 2014, Fall 2015, Fall 2016, and Fall 2017 data. In the past, 85% of students chose the score of "neutral" as a response to most questions on the survey, however, as the years go by and the survey items are improved, students have started to choose more and more categorical responses. This school year the results of the survey have shown that although PHS has again made significant gains in satisfaction compared to previous years, there is still room for improvement in the following areas: teachers providing clear expectations for classroom assignments and classroom atmosphere. In conclusion, PHS must continue working on establishing a better system for setting classroom expectations and developing a successful classroom atmosphere/culture (which includes assignment completion, grading, homework, class participation, attendance, and discipline).

Parents' Perception Data Results and Conclusions: 2018-19 According to the parent survey (given to parents during parent-teacher conferences), parents continue to be largely satisfied with the school's efforts to provide engaging and relevant instruction; most of them agree that their children see a relationship between what they are studying and application in their everyday lives. Most of the parents also

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agree that teachers set high expectations and challenge their children to do their best work and view their children as distinct individuals and meet their instructional needs through a variety of learning activities and approaches. In addition, most parents continue to agree that Pontiac High School recognizes students' achievements and accomplishments. Most of the parents also continue to feel that Pontiac High School uses a variety of means to communicate with them; that they play a key part in the school's decision-making process; that they are involved in the implementation of the school improvement plan; and that they play a key role in supporting the school's climate and culture. Last but not least, almost all parents continue to say that they feel welcome and appreciated when they come to the school building. In conclusion, PHS must continue to maintain a systematic framework for parent engagement as well as strive to increase parent involvement in their children's school life.

Instructional Staff's Perception Results and Conclusions: 2018-19 According to the results of several departmental staff surveys, instructional staff continues to approve most of the building-wide instructional practices. Staff continues to indicate that further streamlining of policies and practices regarding the building-wide assessment schedule, assessment data review, and instructional planning will be beneficial to teacher collaboration. Staff members also continue to feel that they have input in decision-making process that impacts school life. In conclusion, the PHS administration must continue to seek out ways to increase staff engagement, at the same time streamlining the policies that promote the meaningful conversation and collaboration centered around student achievement data, professional learning, and instructional practices.

Community Members' Perception Results and Conclusions: 2018-19 -- community members were mostly satisfied with the number of opportunities available to them for participation in PHS activities (e.g., the annual Mock Job Interview process). Community members continue to express their interest in collaborating with the school's administration to support programming for parents and students and emphasize that they will assist the school in searching for ways to increase student and parent engagement. In conclusion, PHS will continue providing community members with updated information through periodic church and community meetings/gatherings and will continue to aggressively seek out ways to increase community involvement in designing and facilitating programming for parents and students.

Demographic Data Review and Conclusions: After reviewing the data, the following conclusions were reached: In 2016-17, the total student population was about 1,131 students. In 2017-18, the total student population was about 1,041 students, which is a decrease of 90 students. 148 students were receiving special education services. 233 students were receiving ELL/bilingual services. 900 students were eligible for a free or reduced lunch. The school's ethnic composition remained largely the same, with 539 African American students; 371 Hispanic students; 64 Caucasian students; 53 Asian students; 3 American Indian or Alaska Native students; and 11 students who belong to two or more races. Graduation rate is below the state average, but it has stayed the same compared to 2015-16 school year: 72.9% (183 grads out of 251 students) in 2016-17 school year compared to 73.1% (191 grads out of 261 students) in 2015-16 school year. In 2018-19, the total student population was about 942 students, which is a decrease of 99 students. Approximately 140 students were receiving special education services. Approximately 230 students were receiving ELL/bilingual services. Approximately 800 students were eligible for a free or reduced lunch. The school's ethnic composition remained largely the same, with 424 African American students; 250 Hispanic students; 47 Caucasian students; 23 Asian students; 1 American Indian or Alaska Native students.

Attendance Data: In 2018-19 The Building Turnaround Team, and the administration again reviewed the attendance data from MISTAR student information system. Total number of students and number of days absent were calculated. Ranges examining total number of days absent and percent of absences by grade level were analyzed. Data revealed that the absence rate is still high in all grades, however, there's been a small increase in attendance compared to 2015-16 school year: 91.4% in 2016-17 compared to 89.81% in 2015-16 school year. With regards to by-hour attendance, the lowest attendance is still being recorded during the sixth, first, fifth, and advisory hours. With regard to tardiness, by hour, the highest tardiness is still being reported during the first hour as well as during the hour when the school has lunch periods (the fifth hour). **Attendance Conclusions:** After reviewing the attendance data, the following conclusions were reached: Students are not arriving/are tardy during first hour, no matter what time of day school starts. Attendance rates are very low in the morning (1st hour) and in the afternoon (6th hour), with 6th hour being the class period with the lowest attendance. In

terms of tardiness, the first hour is most severely afflicted, with the lunch hour (an extended class period when all three lunches are taking place) being a close second. Overall, the 2018-19 attendance data is comparable to the attendance data from the past two school years. After reviewing the attendance data, possible causes of gaps in student attendance are: 1. Parents who work night shift are returning home from work at the same time as high school students leave for school. 2. High school students need to remain at home until parents return from night shift to babysit and get their younger siblings prepared for school, which has a later start time, in some cases. 3. Some students attend more than one lunch period. 4. Students are leaving school for work, sibling care, etc. 5. There is no enforced district-wide attendance policy. 6. Students don't come to school on half-days because school ends early (at 11:30). 7. Students are arriving late due to working late the night before and sleeping in. 9. Students are checking into sixth hour and then checking out to go to work.

Grades/Academic Achievement Data: Grades/Academic Achievement Conclusions: For the 2018-2019 NWEA testing cycle for grades 9th, 10th, and 11th there was a 14.6%, 7.3%, and 5.8% increase in the number of student at or above grade level norm for reading for eleventh, tenth, and ninth respectively. While there was a decrease of in ninth and eleventh grade overall proficiency for math, the total number of students at or above grade level increase as did the total number of students tested accounting for appearance of negative growth. The tenth grade however showed a 5.2% increase in math even while having more students being tested. All grades in both subjects showed positive growth in average class RIT scores. Discipline Data: In 2018-19 school year, just like in previous school years, the data shows that the highest number of incidents occurred during the lunch hour (an extended class period that includes all three lunches).

Suspension Data: The Building Turnaround Team reviewed suspension data. Suspension data reports were retrieved from MI-STAR. Data comparisons were made between 2017-2018 and 2018-19 school years. The results of the suspension review showed a lower number of suspensions in 2018-19 school year compared to 2017-18 school year. This decrease is due to the work of the behavior interventionist (Phoenix Intervention Center) and at-risk social worker as well as the use of Restorative practices.

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

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

A detailed analysis of multiple types of data was conducted to select the school goals. The SIP goals are:

1. The School will install the instructional infrastructure system of the Blueprint to ensure that high-quality curriculum, assessment, and instructional practices are occurring throughout the building.
2. The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed throughout the building.
3. The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow access to learning.

A detailed review and analysis of the student achievement, demographic, school program and process data, and perception data illuminate various causes for the gaps in student achievement in all grades and sub groups. The school goals are connected to the priority needs found

in the comprehensive needs assessment. Multiple types of data (student achievement, perception, demographic, school process/program) were used to define the goals.

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

Academic Achievement Conclusions: As the NWEA, M-STEP, and common assessment test results show, there have been various degrees of improvement in scores across the grades, from significant on common assessments to moderate on M-STEP and NWEA. Several new programs and strategies continue to be implemented this year to address the low achievement scores. Continued this year, Daily NWEA Map Skills practice during Advisory time (highly individualized and targeted towards students' deficiencies as identified by the NWEA Map Skills Mastery test). The results of this last intervention will not be evident until the spring of 2018-19 testing cycle is completed.

Attendance Conclusions: After reviewing the attendance data, the following conclusions were reached: Students are not arriving/are tardy during first hour, no matter what time of day school starts. Attendance rates are very low in the morning (1st hour) and in the afternoon (6th hour). Overall, the 2018-19 attendance data is comparable to the attendance data from the past two school years.

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

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

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

School-wide strategies presented in the school improvement plan to improve learning needs of the whole school population are: 1. Project Based Learning/Blended Learning (ELA, math, science, social studies, foreign languages) 2. PLCs (all areas) 3.

Cross-Curriculum Literacy Strategies (ELA and math) 4. Cross-Curriculum Vocabulary Development (ELA and math) 5. Data Driven

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curriculum, curriculum alignment, and development of inquiry-based curriculum (science, social studies) 6. Writing Informational Text (ELA and social studies) 7. SAT Prep (ELA and math) 8. Continuing through the 2019-20 school year: IRRE (Institute For Research and Reform in Education), both for all areas. The Lowest Performing Subgroups (including At-Risk Students): Special Intervention Strategies: extended assessment time; use of audio/text-to-speech test option; frequent supervised breaks. Specific Initiatives for special populations (to meet the needs of children who are disadvantaged) are: 1. Co-teaching/Inclusion 2. Bilingual instruction (inclusion, pullout). 3. MTSS (multi-tier student support) model in which students are placed in various tiers for math (for academic intervention) based on their NWEA scores. The grouping is fluid, and students move in and out of their tiers based on their progress). 4. Engage in PD centered around increasing student engagement. 5. Culturally responsive classrooms are necessary to help PHS students establish an interest and stay engaged in the learning process. 6. PHS teachers must provide frequent, meaningful classroom opportunities for students to interact with and support one another in the learning process. In addition, mechanisms to support students, both in and out of the classroom, for the successful completion of essential learning activities and homework must be readily available. The identified goals will address the needs of the whole school population and, as necessary, address the needs of specialized groups. The building administration and Building Turnaround Team will monitor the implementation of the goals throughout the quarterly SSN monitoring meetings.

Component 2: Schoolwide Reform Strategies

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

The specific strategies identified in the District Turnaround Plan that are intended to change teaching and learning in all of the core content areas, in ways that promote student growth at Pontiac High School are:

1. The staff will use data-driven decision making process to align curriculum, create Common Core State Standards (CCSS) aligned lesson plans, create common formative and summative assessments, and to meet individual instructional needs of all students.
2. Common assessments as well as the NWEA assessment will be the source of ongoing data for data team conversations and the basis for instructional decisions.
3. The staff will use Professional Learning Communities as well as the IRRE (Institute for Research and Reform in Education) using the Engagement Alignment and Rigor Measurement as vehicles to promote data conversations, drive instructional decisions, structure common planning, and facilitate monitoring implementation and instructional effectiveness.
4. Project Based Learning and Blended Learning will continue to be the platform to provide a transformational, educational shift in instruction.

English Language Arts -Writing school-wide strategies: All teachers will:

Provide explicit instruction on summarization to help student organize their thinking and subsequent writing to demonstrate learning
Provide explicit, direct instruction on the steps of the writing process

Provide ongoing opportunities for students to engage in the process of creating finished writing products focusing on the modes of informational writing (explanatory, argumentative, and constructed response) through a viable curriculum.

Utilize the IRRE 12 EAR (Engagement Alignment Rigor) strategies in lesson planning. English Language Arts-Literacy school-wide strategies: All staff will use the SIOP strategies to help bilingual/ELL students master curriculum benchmarks. The special education population and other at-risk learners will receive additional support in Language Intervention class and reading and writing skills building classes such as Reading Strategies. The ELL students will receive their reading and writing instruction in the bilingual/ELL classes. All teachers will:

1. Implement the IRRE 12 EAR strategies in lesson planning, with emphasis on close and critical Reading strategies, text annotation, and text structure analysis.
2. Provide explicit instruction and repeated exposure to new words vocabulary acquisition in multiple contexts and allow sufficient opportunities to use new vocabulary in a variety of context through activities such as discussion, writing, extended reading and project development. Vocabulary development is critical to enhancing reading comprehension.

Mathematics school-wide strategies: All instructional staff will:

1. Implement the use of multiple representations (i.e. charts, graphs, equations, tables, verbal descriptions, drawings, manipulative, content vocabulary, etc.) to help students understand and make connections between different mathematical concepts.
2. Incorporate differentiated instruction techniques, including flexible grouping, interventions and extensions, that are designed and/or selected based on formative/summative assessment results to meet the needs of all students.
3. Implement standards-based curriculum, set by the district, in their lesson plans to improve and deepen student understanding of mathematical concepts.
4. Implement the IRRE 12 EAR strategies in lesson planning. Science teachers will implement:

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Research-based instructional strategies to increase students' content literacy

Research-based instructional strategies to increase numeracy for application in science (formulas, data, use of charts and graphs).

Implement the IRRE 12 EAR strategies in lesson planning.

Social Studies school-wide strategies: Social Studies teachers will:

1. Implement a guaranteed and viable, standards-based, inquiry-driven social studies curriculum
2. Incorporate research-based instructional strategies for teaching evidence-based thinking and writing
3. Use best practice instructional strategies to increase student achievement and engagement while maintaining high expectations for learning in Social Studies.
4. Incorporate research-based instructional strategies to increase content area literacy in students.
5. Implement the IRRE 12 EAR strategies in lesson planning.

Additional school-wide strategies: All teachers will participate in job-embedded professional development to collaborate with each other, external supports (coaches,

interventionists), building and district leadership to engage in ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. School and District leaders will implement strategies designed to recruit and retain staff with skills necessary to meet the needs of students in a turnaround school. Climate and culture school-wide strategies:

Pontiac High School continues to provide venues to invite active participation and encourage engagement of family and community members in the educational programs of the school

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

By focusing on the following research/evidence-based strategies in the work of the Building Turnaround Team, and all instructional staff throughout the building, we increased the quality of instruction and enriched the curriculum. The research-based methods and strategies in the schoolwide plan that was focused on improving instruction included: common assessments and Professional Learning Communities (PLC). Project-Based Learning and Blended Learning models in conjunction with the IRRE strategies (12 EAR; I-Can statements) are used as the core instructional method to improve academic progress while increasing student engagement around the curriculum and aligned with Common Core standards.

Students complete most of their work utilizing such online resources as Moodle and Google Classroom (among others) under the guidance and instruction of the teacher, and use the I-Can statements to demonstrate the mastery of learning targets.

Culture and Climate -- In 2015- 16 school year, all staff at PHS participated in PDs on Culturally Responsive Teaching to increase student engagement. In 2016-17 school year, all staff has utilized the services of the SET (Student Engagement Team) to increase student engagement. In 2017-18 school year, all staff at PHS has participated in PDs on the Institute for Research and Reform in Education (IRRE 12 Engagement Alignment Rigor (EAR) and I-Can) strategies. In 2018-19, departments focused on effective PLCs and utilizing common assessments.

Research in Support of the Schoolwide Reform Strategies:

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

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

Serim, F. (2012) (Digital Learning: strengthen and assisting 21st century skills. San Francisco: Josey-Bass A review of the literature on 21st Century Skills suggests that education must be upgraded for learners to thrive in the new global economy. Success in today's world requires the ability to access, synthesize, and communicate information; to work collaboratively across differences to solve complex problems; and to create new knowledge through the innovative use of multiple technologies. Project-based Blended Learning strategies strengthens the implementation of 21st Century Skills in the classroom.

Content Area Literacy Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. In the Carnegie Study, Writing Next outlines eleven elements of effective adolescent writing instruction that stress extended writing opportunities, writing for authentic audience, personalized instruction, and cycles of writing across all content areas. Writing Next Graham, S., and Hebert, M.A. (2010). Close and Critical Reading strategies encompasses fifty research/evidence based instructional routines that can be used across all content areas which include active reading, text coding, annotating text, and essential questions of reading.

Pearson, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992 "Developing Expertise in Reading Comprehension." Vocabulary Development as taken from Marzano research on background knowledge and vocabulary provides practical ways to assist students to master essential academic vocabulary and concepts of a given subject area to enhance student comprehension and achievement. Marzano, Robert J (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: ASCD.

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

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

CAUSES FOR THE GAPS

1. Achievement Gaps: Even though the reading and math scores have increased (based on the fall to winter NWEA results), they are still significantly low and impact student achievement in other areas (such as social studies and science). Poor decoding and reading comprehension skills, lack of vocabulary development, and poor inferencing skills make it difficult for students to comprehend content area concepts and literary text at grade level.
2. There are a higher percentage of long-term substitute teachers throughout the building, and they are new to our curriculum in core content areas.
3. Insufficient attendance and a high rate of tardiness.
4. Although the number of out-of-school suspensions and discipline referrals was reduced due to the behavior intervention system used by

the PIC (Phoenix Intervention Center), the work of at-risk social worker, and the use of Restorative Practices, a number of in-school suspensions/detentions is still very high due to numerous incidents of problem behavior.

5. A high number of substitute teachers impacts teacher content area knowledge and skills.

6. In 2015-16, we realized the need to build more alignment and engagement opportunities for cross-curricular activities. Cross-curricular work has begun between Social Studies and ELA and between Science and Math. In 2016-17, ELA-Social Studies and Math-Science cross-curricular collaboration continued through the 2018-19 school year. Staff have been encouraged to seek out more opportunities for cross-curricular collaboration due to PLC work and under the guidance of the instructional coaches.

7. In 2018-19, several key teaching positions have been held by long-term substitute teachers (in math, ELA, science, foreign languages, and special education). This has caused a need for professional development for the teachers to know and understand the curriculum and Common Core Standards. As our staff continues to be transient, this need will continue.

8. In 2018-19, all core content areas have common planning time, which has helped departments have regular data conversations.

9. A summer break resulted in low academic retention as evidenced by Fall '2018 NWEA assessments, however, there has been some improvement in NWEA scores in Spring 2019.

ACADEMIC OBJECTIVES AND INTERVENTIONS

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

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

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

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

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

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

During the 2018-19 school year, Pontiac High School continued implementing many effective strategies designed to provide timely, effective, additional assistance to students who experience difficulty mastering the state's academic achievement standards (as measured by state assessments and college readiness tests as well as NWEA) and to increase academic achievement of all students.

Reading and Writing (ELA): In the area of ELA (both reading and writing) and across grade span of 9th-12th grades, PHS has implemented the following school-wide improvement strategies: Reading Strategies instruction in all ELA classes is an academic support program designed for General Education Students who have some reading difficulties, mostly in reading comprehension (students are identified based on the results of standardized assessment (NWEA), as well as the results of the common assessment tests. Language Intervention support program is designed to remedy decoding skills of Special Education (SE) students (identified based on the results of NWEA and a special reading assessment). The content area (science), IRRE, and instructional coaches support the classroom teachers. MTSS (multi-tier student support) academic tutoring lab after school.

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Mathematics: In the area of mathematics, across grade span of 9th-12th grades, Pontiac High School has implemented the following school-wide improvement strategies: MTSS (multi-tier student support) through the math academic tutoring after school, Instructional Coach support for the classroom teachers.

Social Studies: The 9th-12th grade-span interventions in the area of social studies include: the instructional coaches who supports the classroom teachers.

Science: The 9th-12th grade-span interventions in the area of science include: the content area coach who supports the classroom teachers.

ELA: The 9th-12th grade-span interventions in the area of social studies include: the instructional coaches who supports the classroom teachers.

All Core Areas/School-wide: There are also school-wide improvement strategies implemented across grade span of 9th-12th grades and across all content areas. These include English as a Second Language (ESL)/English Language Learners (ELL)/ Bilingual support in all areas/classrooms including new SIOP (Sheltered Instruction Observation Protocol) classes; Special Education (SE) specific support (resource and inclusion classes as well as School Social Work (SSW); at-risk social worker and a behavior interventionist/Phoenix Intervention Center (PIC) for individual intervention and academic support, after-school programs (credit-recovery and Alternative Education) for students with credit deficiencies. This also includes SAT prep; a Building Instructional Coach and Oakland Schools (OS) coaches (working with science teachers to support academic instruction and support the implementation of instructional strategies.)

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

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

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

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

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

These data are gathered by surveys throughout each semester.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	<p>2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.</p>	No	<p>Due to the teacher shortage in Michigan 30% of teacher at Pontiac High School are either on temporary certifications or are substitutes teachers. The school district has initiated hiring bonuses and is conducting job fairs on a regular basis to try to fill all vacancies.</p>	

Component 4: Strategies to Attract Highly Qualified Teachers

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

In 2018-19 school year, Pontiac High School continues to have a high teacher turnover rate.

The Science Department has 2 long term substitute teachers.

The Math Department has 3 long-term subs.

The English Department has 1 new teacher

The Social Studies Department has 1 new teacher

The World Language Department has 1 new teacher and 2 long-term subs.

Special Education Department has 3 long-term subs (in the core department count - resource teachers).

The Elective Department has 1 new teacher and 3 long-term subs.

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

In 2018-19 school year, Pontiac High School continues to have a high teacher turnover rate.

The Science Department has 2 long term substitute teachers.

The Math Department has 3 long-term subs.

The English Department has 1 new teacher

The Social Studies Department has 1 new teacher

The World Language Department has 1 new teacher and 2 long-term subs.

Special Education Department has 3 long-term subs (in the core department count - resource teachers).

The Elective Department has 1 new teacher and 3 long-term subs.

Of the highly qualified teachers 50% have from 5-10 years experience and 50% have ten or more years experience

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

The staff remains highly qualified, all teachers and paraprofessionals meet the NCLB requirements for high qualified teachers or paraprofessional status. Given the realities of the serious financial situation and high priority school status of the district, the turnover rate of our current teaching staff and lack of qualified applicants to fill out key teaching positions in 2018-19 school year (11 long-term subs at PHS), it is a challenge to hire highly qualified staff competent in teaching in an urban setting. We are committed to engaging professionally in a way that will attract and keep Highly Qualified teachers in our building. We will retain current practices that have proven successful and supportive and implement new processes.

1. Encourage each other and develop supportive teaching relationships through content area, instructional, and IRRE coaches, peer observation opportunities, and teacher of the month recognition for sharing effective teaching strategies. 2. Have collective and collaborative decision-making process through department and grade level meetings, Faculty Coordinating Council (FCC) and staff meetings, Instructional Leadership Team and Building Turnaround Team. 3. Develop collegiality through data-team dialogue during ongoing common assessment

cycles and department PLCs. 4. Provide opportunities for professional development in best practices through yearlong focused learning groups, national, state, and local resources, which include ISD workshops and district and building PD. 5. Commit to create a safe and secure working environment through review and communication of policies and procedures to all groups: parents, students, staff, school and district administration, and community through multiple communication methods: online, paper, face-to-face meetings. 6. Provide desktop and ChromeBooks computers for staff and ChromeBooks for all students (individual CB for the 12th-graders and classroom sets for other grades). 7. Use advance technology with training and on-site support. 8. Provide coaching support for onsite professional development and teacher learning (IRRE and OS coaches as well as the district instructional coach). 9. Provide leadership opportunities within the school to promote teacher leaders. 10. Identify and Reward Staff -- Pontiac High School will identify and reward staff when 55% of ninth, tenth, and eleventh grade students demonstrate significant growth on the NWEA assessment. At the current time, there is no provision for monetary incentives due to the financial state of the district. Therefore, the School will embark on a plan that includes non-monetary recognition.

Pontiac High School will

seek stakeholder input on creative ways to reward staff, who have increased student achievement. Pontiac High School recognizes staff persons on a monthly basis for outstanding acts of teamwork, leadership, or program development. Staff members are occasionally rewarded with gift cards for outstanding building performances, when funds permit. Also, PHS submits the names of the outstanding teachers for "Teacher of the Year" awards presented by the county, state, and various groups and foundations. The School will also reward (through staff recognition, certificates, and awards) the staff who have contributed positively to increased student achievement and who have implemented the instructional program with fidelity. 11. Climate and culture that is conducive to learning supports teacher retention. To promote climate and culture, to retain staff, and to provide them with meeting the needs of the students, the District will support methodology that supports best practices and effective instruction. Content coaches, teachers, the intervention specialist, the instructional coach, and the building administration will work collaboratively to improve the learning climate. Data analysis will be used to assess progress. Professional learning will be characterized by the quality of ongoing data discussions, professional sharing, and dialogues about student work. In addition, all PHS teachers are members of Professional Learning Communities where teachers collaborate to plan instruction and monitor student learning through the implementation of the common assessments process. Teachers have the opportunity to engage in professional dialogues, look at student work, and build capacity and knowledge in teaching strategies and climate/culture. The PLCs meet regularly and are organized by content area. The BTN team and building administration work with all staff to create a supportive, focused culture where taking risks is valued and supported, student learning is the benchmark for all decisions, and professional development recognizes the expertise within the building.

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

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

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the

2018-2019 school year.

5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.
7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.
8. Provide an opportunity to earn a retention bonus
9. Provide an opportunity to receive a recruitment bonus

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

Given the urgency to implement a rapid turnaround at Pontiac High School, special consideration will be given to any staffing adjustments or change necessary to meet the requirements of the Partnership Agreement. Retention and placement of highly qualified staff at PHS will be district priority. Building needs will be considered when any staffing adjustments need to be made. Involvement of the principal and building leadership and turnaround team will be sought and considered by Human Resources and the district leadership team when considering any reduction, transfer, or placement of staff at PHS. Given the amount of training invested in the PHS staff and the critical importance of the turnaround efforts at PHS, every possible effort will be made to keep successfully performing staff members in place at PHS. The leadership of the building and the district believe that the quality of training and consistency of support will contribute to an increase in retention of staff at Pontiac High School. Teachers have multiple opportunities to build capacity that leads to promotion and career growth. Teachers will be provided with professional development in reading and mathematics to improve teaching skills. Numerous professional development opportunities are held at Oakland Schools. During the 2013-2014 school year, all teachers became members of a professional learning community. Professional Learning Communities have continue throughout 2015-2016, 2016-2017, 2017-2018, and 2018-19 school years. Teachers have the opportunity to engage in professional dialogues, look at student work, and build capacity and knowledge in teaching strategies and

climate/culture. Climate and culture that is conducive to learning supports teacher retention. To promote climate and culture, to retain staff, and to provide them with meeting the needs of the students, the district will offer methodology that supports best practice and effective instruction. IRRE and OS coaches, teachers, the math intervention specialist, the building instructional coach, and the building administration work collaboratively to improve the learning climate. Data analysis are used to assess progress. The BTN team and the building administration work with all staff to create a supportive, focused culture where taking risks is valued and supported, where student learning is the benchmark for all decisions, and where professional development recognizes the expertise within the building staff. Professional learning is characterized by the quality of ongoing data discussions, professional sharing, and dialogues about student work.

Component 5: High Quality and Ongoing Professional Development

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

The professional learning offered to Pontiac High School staff in the 2018-19 is based upon the results of the Comprehensive Needs Analysis and the Student Data Analysis. Professional Learning to drive effective instruction in all core content areas has been identified and is specified below for each content area. All instructional staff continues to participate in the Blended Learning and Project-Based Learning ongoing professional learning with focus on delivering effective instruction through the use of differentiation and in the ongoing IRRE PD with focus on student engagement, curriculum alignment, and instructional rigor. The following Professional Learning opportunities have been offered to all instructional staff in the 2018-19 school year: Differentiation: Project-Based Learning, Blended Learning; IRRE 12 EAR Strategies and the Use of I-Can Statements;

ELA: Adaptive Schools, AARI (Adolescent Accelerated Reading Intervention), SIOP (Sheltered Instruction Observation Protocol for ELL Learners), Galileo (Teacher Leadership);

Science: Cultural Awareness for African American Males; NGSX (New Generation Science Standards); Science-specific PBL;

Social Studies: Adaptive Schools, Galileo, ELA-specific PBL; Language Training (specific to SE students);

Math: Adaptive Schools, Atlas Rubicon. PHS also offers a schoolwide IRRE and OS coaching support for curriculum and instructional delivery and centered around teacher/coach selected targets. All core content areas are participating.

Instructional Coaching:

All core content areas also receive support from the Building Instructional Coach in their areas of need (based on their data analysis and identified School Improvement Goals). Also, based on the comprehensive needs assessment, all core departments are actively engaging in several ongoing professional developments to establish assessments aligned with CCSS, to meet the goals of the school improvement plan, and to be responsive to the results of the CNA and Student Data Analysis. Project-Based Learning: Ongoing: All core areas teachers (except for long-term subs) are trained in project-based learning. Trained teachers collaborate and support to launch projects and act as teaching partners and mentors to support long-term subs.

Common Formative Assessments: All core teachers continue to participate in common assessments (by content area) training to increase student growth on common assessments (through the department PLCs). Special Education Training: MI-Star: All staff also participated in the NWEA refresher/MAP Skills training. All staff also had a refresher ILLUMINATE/MI-Star training to ensure that everyone can effectively take attendance, put in grades correctly, and input referrals based on behavioral concerns.

For the school year 2019-20, all staff will need to continue participating in the following training for the current/new teachers : Project-Based Blended Learning/Curriculum Alignment; Increasing Motivation for At-risk Students; common assessments/ Content Integration; Classroom Management and Technology; Common Assessments; IRRE/EAR. Additionally, our perception data indicates the need to continue training the staff in Culture and Climate in order to maintain the successes in creating a safe and supportive learning environment (future planned PD).

PARENT INVOLVEMENT Professional learning opportunities are provided for the PHS Parent Community based on Title I requirements and the results of the 2017-18 Parent Perception surveys. The following topics were made available to parents throughout the 2018-19 school year: Review/discussion of SIP and Working as partners with teachers and school staff; Chromebook/Technology Training; Understanding NWEA, SAT and M-Step assessments. CLIMATE AND CULTURE/STUDENT ENGAGEMENT as PHS strives to develop a better understanding of our students' cultural characteristics, we will continue to utilize the strategies provided by the BTN and IRRE that help teachers recognize the impact of cultural traits on the format for conversation and learning process and their implication for classroom instruction.

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

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

Project-Based Learning: Began in the 2014 - 2015 school year, continued in 2015-16, 2016-17, and 2017-18 school year, and is ongoing throughout the 2018-19 school year (through the BTN team and PLCs of individual departments). Project-Based Learning training addresses inquiry-based problem driven instruction using technology as a tool, differentiation strategies, and various approaches to assessment. Content Area Coaching: Began in the 2013 - 2014 school year, continued in the 2014-15, 2015-16, 2016-17, 2017-2018 school years, and is ongoing throughout the 2018-19 school year (this year available for science and social studies departments). Core content area coaches provide support with planning, instructional delivery, assessment development/data collection and analysis in collaboration with teachers as part of the PLC. The coaches also provide individual coaching support for curriculum and instructional delivery that is centered around teacher/coach selected targets.

Common Assessment Professional Learning: Began in the 2013 - 2014 school year, continued in the 2014 - 2015 and 2015-16 school years, became interdepartmental (between different schools in the district) in 2016-17, and is ongoing and offered through department PLCs in 2018-19 Individual teachers participate in an ongoing professional learning series centered around leadership (Galileo training) and effective instructional delivery (Adaptive Schools). ELA and bilingual teachers participate in the ongoing SIOP training.

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

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

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

PARENT INVOLVEMENT Parents receive sustained and ongoing training through Parent University (regular parent meetings with building

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and district staff support that (in this format) began in 2017-18 school year and continued in the 2018-19 school year); parent surveys and parent technology training, and regular school-parent and district-parent communication.

CLIMATE AND CULTURE Professional Development is sustained and ongoing through collaboration between teaching staff, the Faculty Coordinating Council (FCC), and outside resources (district, OS). Building Turnaround Team (BTN) meetings provide a structured and progressive agenda.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Professional Development Plan

Component 6: Strategies to Increase Parental Involvement

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

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

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

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

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

Parents are provided opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Parents attend these meetings and participate in follow-up discussions regarding student academic progress and intervention. [1118(c)(4)(C)] During 2018-19 school year, parents have also been invited to Parent University meetings to discuss the schoolwide plan. Parents are asked to provide suggestions on ways the school could continue to increase parent involvement and overcome barriers which may limit participation of migratory parents, parents with limited English proficiency, parents with disabilities, or parents with other limitations or lack of resources. [1118(f)]

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		

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

Pontiac High School takes the following actions to encourage the effective involvement of parents in their children's education and to establish strong school, parent, and community partnerships to improve student academic achievement.

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- A. Provides assistance to parents in understanding state achievement and Common Core standards, state and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to support their child's education by: [1118(e)(1)] Providing parents with a syllabus or summary of the essential concepts and skills taught at each grade level/course. These are distributed during the Curriculum Night, during parent-teacher conferences, and are posted on the school's website. Reviewing the purpose of assessments and how the data are used with parents during curriculum night, parent conferences, and Parent University meetings. Conducting FAFSA and other workshops; hosting guest speakers; sharing tips for parents in school newsletters. Reviewing Title I requirements during the annual Title I meeting; providing program information in parent newsletters.
- B. Provides parents with materials and training to help them work with their children to improve their children's achievement. The school conducts parent and parent/child workshops and activities based on the school's assessed areas of need and parent/family interests. Such training could include literacy training and using technology, as appropriate, to foster parental involvement as well as several FAFSA workshops held throughout the year. [1118(e)(2)] School leadership and building turnaround teams along with the building behavior interventionist, the at-risk social worker, and the building administration plan and conduct Parent University meetings. These meetings assist with communications to inform parents of all students of school and community events and upcoming activities.
- C. Educates teachers, pupil services personnel, principals, and other staff with the assistance of parents, in the value of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping as parent liaisons, and encouraging other parents. [1118(e)(3)] The principal provides opportunities for staff to share effective practices with colleagues during selected staff meetings throughout the year.
- D. Encourages the coordination of the Title I parent involvement program and activities with the Bilingual/ESL program, 21st Century, the school's Parent University and other programs for parents by sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of one or more groups. [1118(e)(4)] In addition, the following structures are in place to support and promote the coordination of parent programs: The Parent University and the Student Support Network serve as a communication link between the different programs as well as between the school staff and the parents/community. The School BTN team monitors implementation of parent involvement activities through their quarterly review meetings. Feedback from parents is studied and used to plan subsequent meetings. The Title I Program Administrator/ Counseling Staff designee reviews all parent meeting agendas and parent feedback to ensure
- E. Making information related to school and parent programs, meetings, and other activities available in a format and, to the extent possible, in a language parents can understand. [1118(e)(5)] Translating is facilitated through the district's bilingual department, principal, and bilingual instructors. The principal, teachers, and Parent University/Student Support Team members are available to respond to parents' questions or provide information on specific programs or activities to parents, as needed.
- F. Provides other reasonable support as requested by parents: [1118(e)(14)] Which is included in letters or announcements about major events such as Curriculum Night, parent teacher conferences, and FAFSA trainings. Parents are invited to contact the school and identify support needed to ensure their home-school collaboration. The school building collaborates with the Department of Health and Human Services and the local intermediate school district to provide supports to ensure home-school collaboration.
- G. Provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in parent involvement activities by [1118(f)] providing elevators, and door openers outside and within the building to ensure access to all areas of the school campus.

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

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

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

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

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

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

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

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

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

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

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Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		PHS Student Parent Staff Compact

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

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

Component 7: Preschool Transition Strategies

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

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

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

N/A, PHS Transition strategies involve only transition from middle to high school and transition to post-high school living/education/career. All teachers are trained to analyze NorthWest Evaluation Association (NWEA) data. The transition activities involve teachers and counselors analyzing the scores of the incoming freshmen to prepare for the transition. Counselors then use the data analysis to identify courses, course levels, and interventions for incoming ninth grade students. The data also help structure teacher placements, in specific grade and course levels, to best meet students' performance and growth needs. NWEA data is also used this year to engage students in the daily NWEA MAP Skills practice focused on erasing deficits in math and reading comprehension (as identified by the NWEA Map Skills test). In addition, reading interventions (Reading Strategies and Language Intervention classes) are offered at PHS to support students as they transitioned to high school. Teachers are also trained on how to effectively align curriculum and to implement research-based instructional practices to address the needs of the incoming ninth grade students. Furthermore, all core teachers are trained in curriculum alignment to the Common Core State Standards (CCSS) to ensure mastery of skills. Training in these areas have allowed teachers to begin to change teaching structures, lesson plans, and construct CCSS test items as a result. Special Education Teachers and Counselors are trained in student transition assessments, scheduling and student placements and in aiding students in outlining and meeting high school graduation and attendance requirements. The professional development has provided the framework for conversations to address post high school transition goals and available services. Incoming students are also provided with an orientation process for behavior expectations. The purposes and process of the Phoenix Intervention Center (PIC) is shared with the ninth graders, in order to transition students to the behavior expectations.
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of the high school. Parents are also included in the middle school to high school transition process. Parents are invited to the high school to meet with teachers and principals. Particular attention is devoted to discussing class placement, intervention supports/ supplemental programs available to their child, if needed, and ways parents can be involved, at home or school, in their child's learning. Parents can meet their children's counselors and review their course selections. Teachers and counselors review data to determine student placements. This process is explained to parents during curriculum night and Parent University meetings, as needed, to further their understanding of how decisions are made. School schedules, grades, attendance, important policies, events, and timelines are covered. The time and purpose of upcoming events, such as curriculum night, Parent University meetings, parent-teacher conferences, and FAFSA workshops are identified so that parents know what opportunities are available at the high school and beyond. Opportunities for parent involvement are identified and sign-up sheets for participation are provided. These are some of the many ways parents are provided training and opportunities to gain skills and knowledge to successfully support their children during their high school experience.

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers provide their input into the decisions regarding the use of school-based academic assessments through monthly staff meetings, weekly department meetings, regularly scheduled PLC meetings, schoolwide PD meetings, and participation on the school's BTN team. The instructional staff reviews and evaluates data to make informed decisions regarding the content of school-based academic assessments. This process also occurs during departmental data team meetings. Departments meet on a weekly basis. Decisions, which affect student achievement, are made to ensure that all instructional staff employs data protocols with fidelity. Appropriate instructional staff, administrative staff, social workers, and the academic and career counselors are involved in the decision-making process. Shared decision-making serves as the overarching process of coherent and collaborative conversations around student achievement. All instructional staff consistently evaluates and monitors student achievement through the use of multiple types of summative, formative, and authentic assessments. The data collected from these multiple assessments drives instruction for students. Unique learning needs, based on the review of the data, can then be addressed. All departments are involved in the Departmental Action Plan and expected outcomes are consistent across curriculum. All core departments use the Building Initiatives rating tool to rate the implementation of the department's initiatives on a monthly basis. Teachers in every department are closely involved in the ongoing improvement of common assessments for their individual core areas. Teachers in each department used common core exams for summative (final semester) exams. Teachers use benchmark exams that correspond to the mid-marking common assessment process. Teachers continue to perform deeper analysis on sub group data to insure adequate supports are provided for students to attain their achievement goals. Progress toward mastery of content expectations is monitored informally on a daily basis through strategies, observations, and formative assessments. Formal monitoring of progress occurs on a bi-weekly basis through formative and summative assessments. Assessment data is used in conjunction with relevant anecdotal data to adjust instruction or provide additional intervention for students that are not progressing as expected. Data reports are shared with administration and central office. SSN (Student Support Network) reports are provided to the school district administration and monitored by MDE. Student assessment data is shared with parents throughout the school year via MI-Star, evening meetings, phone calls, emails, and parent-teacher conferences. All departments provide their input through teacher collaboration/common lesson planning as well as common assessment results and planning differentiation of instruction. At Pontiac High School, teachers provide input into school-based assessment decisions during PLCs, department meetings, and staff meetings. The departments hold weekly Data Team Meetings to discuss student achievement data (NWEA and common assessment learning targets). The teams disaggregate the data and discuss content, instructional delivery, and assessment. Specific intervention strategies are planned for students that are far from proficient and close to proficient such as attending MTSS (multi-tier student support) math tutorial lab and NWEA MAP Skills practice during Advisory time. The departments work collaboratively to determine the types of assessments that will be used to monitor student learning and identify students that need interventions, creating flexible small groups for individualized instruction and re-teaching through project-based learning activities. Departments also use data from across the departments to develop mini-lessons in response to student performance and to meet student needs, while still incorporating the grade level curriculum. By conducting an item analysis on common formative assessments, grade level teachers discuss the content and skills which are needed to move students to their next level: Far from Proficient, to At Proficient, to Above Proficient. Teachers use the common assessment process to guide their work in pre/post planning, document their progress, and report student mastery level. The data collected from these multiple assessments drive instruction for students. Unique learning needs, based on the review of the data are then addressed. In the 2018-19 school year, deeper analysis has been performed on sub group data to insure adequate supports are provided for students to attain their achievement goals.

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

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

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

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

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

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

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

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

All students' individual needs are addressed. Classroom differentiation is achieved in four ways: through the delivery of content; through the

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

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

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

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Component 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. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- q. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. 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, LLI, 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. Title II Coordinator (SW5)
- d. Retention and Recruitment Bonuses (SW4)

3. Title III, Part A

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

4. Title IV

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

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

STATE AND LOCAL

1. Section 21h
 - a. ELE STEM Program Contractor and Supplies (SW9)
 - b. Data Instructional Coach (SW1, SW5, SW8)
 - c. Behavior Intervention Specialists (SW9)
 - d. HS PBIS Initiatives (SW9)
 - e. Teacher Leader/Coach (SW5)
 - f. After/Before/Summer Tutorial Program (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 and Materials (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
 - j. Parental Involvement Software Subscription (SW6)
 - k. NWEA Assessment System (SW1)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Materials and Training (SW2, SW3, SW5, SW9)
 - b. NWEA testing substitutes (SW8)
 - c. Summer Literacy Program (SW9)
5. Section 41
 - a. Bilingual Tutors (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)

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Pontiac High School

8. Career Focused Education

a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

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 (Section 31a, Section 104d)

b. Professional Learning Stipends and Substitutes (Title I)

c. Data Analysis Training (Title I, Title II, Section 21h)

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 (General Funds)

c. Retention and Recruitment Bonuses (Title II)

5. Professional Development

a. Instructional Coaches and Materials (Title II)

b. Data Instructional Coach (Section 21h)

c. Special Education Professional Development (IDEA)

d. English Learners Oriented Professional Development (SW5)

e. Professional Learning Communities Stipends and Subs (Title I)

f. 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)

g. MTSS Coordinator (Title I)

h. Title II Coordinator (Title II)

i. Data Instructional Coach (Section 21h)

6. Parental Involvement

School Improvement Plan

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- a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)
- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)
- d. Parental Involvement Software Subscription (Section 31a)
- 7. Preschool Transition
 - a. Elementary School Parent and Student Visits (General Fund)
- 8. Assessment Decisions
 - a. NWEA Assessment System (Title I)
 - b. Professional Learning Communities Substitutes and Stipends (Title I)
 - c. Data Analysis Training (Title II)
 - d. Data Instructional Coach (Section 21h)
- 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. After/Before/Summer Tutorial Program (Section 21h)
 - k. Summer Literacy Program (Section 35a5)
 - l. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - m. Alternative Education Teachers and Counselor (Section 31a)
 - n. K-3 Reading/Math Teachers (Section 31a)
 - o. Art/Music Intervention (Section 31a)
 - p. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - q. Career and Technical Education Teacher Assistants (Title I)
 - r. College and Career Readiness Tutor (Title I)
 - s. College and Career Readiness Specialist (Title I)
 - t. Career Focused Staff (Title I, Section 61a6, CFE)
 - u. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - v. Special Education Psychologists (IDEA)
 - w. Special Education Speech and Language Pathologists (IDEA)
 - x. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - y. Behavior/Social Emotional Materials/Supplies (Title IV)
 - z. At-Risk Social Workers (Title I)
 - aa. HS PBIS Initiatives (Section 21h)
 - bb. Special Education Social Workers (IDEA)
 - cc. MTSS Coordinator (Title I)
 - dd. Police Authority Officers (Section 31a)
 - ee. Homeless Student Transportation (Section 31a)
 - ff. 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, 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.

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, 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.

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

School Programs/Process data are collected and reviewed through surveys, PLCs, core departments' Initiatives Rating Scale, and the quarterly SSN meetings, all of which is used to identify systems and practices staff believe are fully implemented and areas where improvements are needed in order to increase student achievement. These data are used to predict trends and plan interventions based upon identified needs to improve systems and processes in the building. All departments, including the teachers, coaches, counselors, and administrators, collect these process data. There are also student and parent representatives who participate in the surveys and report findings to their stakeholder groups. From the 2016-17 through 2018-19 school years all stakeholders examined the data including: administration, staff, the leadership team, the building turnaround team, counselors, social workers, students, and parents. After the BTN reviewed the data the following conclusions were reached: The staff felt generally that the leadership and guidance of the building administration was above average. Resources and Support System was still a challenge for Pontiac High School, especially budget constraints, mandated changes, and staff turnover.

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

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

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

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

2019-2020 SIP

Overview

Plan Name

2019-2020 SIP

Plan Description

School Improvement Plan for the 2019-2020 school year.

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	2019-2020 The School will install the instructional infrastructure system of the Blueprint to ensure that high-quality curriculum, assessment, and instructional practices are occurring within every building.	Objectives: 2 Strategies: 2 Activities: 17	Academic	\$0
2	2019-2020 The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	2019-2020 The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow access to learning.	Objectives: 2 Strategies: 2 Activities: 3	Organizational	\$0

Goal 1: 2019-2020 The School will install the instructional infrastructure system of the Blueprint to ensure that high-quality curriculum, assessment, and instructional practices are occurring within every building.

Measurable Objective 1:

60% of All Students will increase student growth 1.25 years of growth in Reading by 06/30/2020 as measured by NWEA for full-year students.

Strategy 1:

Disciplinary Literacy - All teachers will engage in literacy practices with mentor texts specific to their content area.

Category: Other - All subjects

Research Cited: Visions for high-quality reading instruction.

Tier: Tier 1

Activity - Mentor newly-hired certified staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish mentoring program to train newly hired, highly-qualified, certified instructional personnel. Pair new hires with tenured instructors within respective departments.	Recruitment and Retention	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Other	Building administration, tenured instructional staff
Activity - Develop Common Practices	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop standardized instructional strategies (QCA, text coding/decoding, anchor charts with standardized notations and symbols, common language, explicit vocabulary instruction etc.) to be used in all classrooms to encourage engaged instruction in rigorous content aligned to state standards. Sample texts and materials will be stored and shared via Google drive.	Getting Ready, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	No Funding Required	Literacy Coordinator, Building Administrator
Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pontiac High School

Instructional staff will meet regularly with their department to monitor development of classroom management, instructional practices, and assessments. Monitor mentor-mentee relationships.	Professional Learning, Monitor, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	Building administration, department heads.
Activity - Cross-curriculum planning and collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Promote interdisciplinary collaboration amongst teacher to advance student growth through a focus on common themes and using similar strategies.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	All instructional staff
Activity - Cross-curricular peer observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Non-evaluative classroom peer observation outside of discipline.	Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	All instructional staff
Activity - Integration of technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use technology to access a variety of texts across genres and styles in all content areas for the purpose of daily classroom instruction, blended learning, and/or project-based learning. Teachers will be encouraged to incorporate Google Classroom and connected apps. All students will have access to chromebooks or similar technology.	Technology	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	All instructional staff
Activity - Share resources with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration and staff will provide parents with information on events and resources conducive to improving student literacy.	Communication, Community Engagement, Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	Building administration, all instructional staff.
Activity - Teacher self-reflection	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor and evaluate own teaching and classroom policies practices in order to self-adjust instruction to effectively serve students.	Monitor	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	All instructional staff

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Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student growth in literacy skills will be evaluated via common assessments housed on Atlas Rubicon/MAISA and NWEA.	Evaluation	Tier 1	Evaluate	08/26/2019	06/30/2020	\$0	No Funding Required	Literacy Coordinator, Building administration

Measurable Objective 2:

60% of All Students will increase student growth 1.25 years of growth in Mathematics by 06/30/2020 as measured by NWEA for full-year students.

Strategy 1:

Multiple Representations - All instructional staff will implement the use of multiple representations (i.e charts, graphs, equations, tables, verbal descriptions, drawings, manipulatives, content specific vocabulary, etc.) to help students understand and make connections between different mathematical concepts.

Category: Mathematics

Research Cited: State of Michigan Vision of High Quality Instruction in Mathematics.

Tier: Tier 1

Activity - New Staff Training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training newly hired, highly-qualified, certified instructional staff to apply multiple representations to "Big Ideas" textbook series.	Getting Ready, Materials, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	No Funding Required	District Mathematics Coordinator and tenured staff in Math department

Activity - Co-plan Lessons	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will co-plan to incorporate mathematical representations into Big Ideas/Atlas Rubicon lessons. The shared resources will be stored and accessed in the Math Department google drive.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	No Funding Required	Math Department, Math Instructional Coach

Activity - New Teacher Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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Tenured Teachers will be paired up with new teachers for instructional mentoring.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	Tenured math staff, new staff
Activity - Self-monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will conduct self evaluations and monitoring of their own activities to track progression and enact interventions.	Evaluation, Monitor	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	Individual teachers and the math department staff
Activity - PLCs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet as a Professional Learning Community to evaluate data and monitor the use of instructional learning practices.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/30/2020	\$0	No Funding Required	Math Department, Math Instructional Coach
Activity - Common Assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will administer agreed upon common assessments per subject for evaluation, planning, and intervention through question and overall assessment analysis.	Evaluation	Tier 1		08/26/2019	06/30/2020	\$0	No Funding Required	High school Mathematics department staff, Central Office Mathematics Supervisor
Activity - Share resources with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Building administration and staff will provide parents with information on events and resources conducive to improving student practice with multiple representations.	Communication, Community Engagement, Parent Involvement	Tier 1		08/26/2019	06/30/2020	\$0	No Funding Required	Building administration, all instructional staff

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Activity - Peer Observations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math teachers will take turns observing lessons and giving constructive feedback to their peers.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	No Funding Required	Math Department

Goal 2: 2019-2020 The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings

Measurable Objective 1:

collaborate to increase teacher retention to 90% by 06/30/2020 as measured by human resources reports.

Strategy 1:

Onboarding of new staff - For all new staff to the building there will be a thorough on-boarding process which will include but not be limited to; training on all required technology, curriculum and building procedures, assignment of a mentor, regular visits to the teachers' classrooms and monthly conferences between administrators and new teachers.

Category: School Culture

Research Cited: Best practices as according to Michigan Department of Professional Preparation

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training on district student data management system, district curriculum, and district/school policies and procedures	Career Preparation /Orientation	Tier 1		08/21/2019	06/30/2020	\$0	Title II Part A	District and Building level administrators

Goal 3: 2019-2020 The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow access to learning.

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Measurable Objective 1:

collaborate to increase student attendance to 95% by 06/30/2020 as measured by student information system attendance reports.

Strategy 1:

Accountability measures - Teachers, counselors, and administrative staff will follow attendance protocols for identification of chronically absent students. Teachers will make parent contact when students reach three absences, counselors will meet with parents when students reach five absences, administrators will meet with parents when students reach ten absences and DHHS will be notified, counselors will begin the truancy process when a student reaches fifteen absences.

Category: School Culture

Research Cited: <https://www.attendanceworks.org/research/>

Tier: Tier 1

Activity - Counseling Students	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff at various levels will meet with students with chronic absenteeism and their parents to counsel them regarding the impact of not attending school on a regular basis.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	General Fund	Teachers, Counselors, Social workers, Administrators

Measurable Objective 2:

collaborate to increase student positive behavior to 95% by 06/30/2020 as measured by student information system behavior reports.

Strategy 1:

Student Support Network - A team of service providers will include; at risk social workers, behavior interventionists, guidance counselors, teachers, and administrators who will implement a positive behavior intervention system with rewards for students who make appropriate social choices. These people will also provide guidance and counseling to students who need support in making good choices.

Category: School Culture

Research Cited: MIExcel Blueprint system developed by Dr. Grant Chandler

Tier: Tier 1

Activity - PBIS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives for students who make proper social choices	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Other	Student Support Network Team

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Activity - Counseling & Mediation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students receive counseling and mediation for inappropriate social choices	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Other	Student Support Network Team

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
Counseling & Mediation	Students receive counseling and mediation for inappropriate social choices	Behavioral Support Program	Tier 1	Monitor	09/03/2019	06/30/2020	\$0	Student Support Network Team
PBIS	Incentives for students who make proper social choices	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Student Support Network Team
Mentor newly-hired certified staff	Establish mentoring program to train newly hired, highly-qualified, certified instructional personnel. Pair new hires with tenured instructors within respective departments.	Recruitment and Retention	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Building administration, tenured instructional staff

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Training on district student data management system, district curriculum, and district/school policies and procedures	Career Preparation /Orientation	Tier 1		08/21/2019	06/30/2020	\$0	District and Building level administrators

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Share resources with parents	Building administration and staff will provide parents with information on events and resources conducive to improving student literacy.	Communication, Community Engagement, Parent Involvement	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Building administration, all instructional staff.
PLCs	Instructional staff will meet regularly with their department to monitor development of classroom management, instructional practices, and assessments. Monitor mentor-mentee relationships.	Professional Learning, Monitor, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	Building administration, department heads.
Common Assessments	Teachers will administer agreed upon common assessments per subject for evaluation, planning, and intervention through question and overall assessment analysis.	Evaluation	Tier 1		08/26/2019	06/30/2020	\$0	High school Mathematics department staff, Central Office Mathematics Supervisor
New Staff Training	Training newly hired, highly-qualified, certified instructional staff to apply multiple representations to "Big Ideas" textbook series.	Getting Ready, Materials, Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	District Mathematics Coordinator and tenured staff in Math department
PLCs	Teachers will meet as a Professional Learning Community to evaluate data and monitor the use of instructional learning practices.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Math Department, Math Instructional Coach
Common Assessments	Student growth in literacy skills will be evaluated via common assessments housed on Atlas Rubicon/MAISA and NWEA.	Evaluation	Tier 1	Evaluate	08/26/2019	06/30/2020	\$0	Literacy Coordinator, Building administration
Cross-curricular peer observations	Non-evaluative classroom peer observation outside of discipline.	Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	All instructional staff
Cross-curriculum planning and collaboration	Promote interdisciplinary collaboration amongst teacher to advance student growth through a focus on common themes and using similar strategies.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/30/2020	\$0	All instructional staff

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New Teacher Mentoring	Tenured Teachers will be paired up with new teachers for instructional mentoring.	Teacher Collaboration	Tier 1	Implement	08/26/2019	06/30/2020	\$0	Tenured math staff, new staff
Integration of technology	Students will use technology to access a variety of texts across genres and styles in all content areas for the purpose of daily classroom instruction, blended learning, and/or project-based learning. Teachers will be encouraged to incorporate Google Classroom and connected apps. All students will have access to chromebooks or similar technology.	Technology	Tier 1	Implement	08/26/2019	06/30/2020	\$0	All instructional staff
Develop Common Practices	Develop standardized instructional strategies (QCA, text coding/decoding, anchor charts with standardized notations and symbols, common language, explicit vocabulary instruction etc.) to be used in all classrooms to encourage engaged instruction in rigorous content aligned to state standards. Sample texts and materials will be stored and shared via Google drive.	Getting Ready, Professional Learning, Direct Instruction	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Literacy Coordinator, Building Administrator
Teacher self-reflection	Teachers will monitor and evaluate own teaching and classroom policies practices in order to self-adjust instruction to effectively serve students.	Monitor	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	All instructional staff
Co-plan Lessons	Teachers will co-plan to incorporate mathematical representations into Big Ideas/Atlas Rubicon lessons. The shared resources will be stored and accessed in the Math Department google drive.	Teacher Collaboration	Tier 1	Getting Ready	08/26/2019	06/30/2020	\$0	Math Department, Math Instructional Coach
Share resources with parents	Building administration and staff will provide parents with information on events and resources conducive to improving student practice with multiple representations.	Communication, Community Engagement, Parent Involvement	Tier 1		08/26/2019	06/30/2020	\$0	Building administration, all instructional staff
Peer Observations	Math teachers will take turns observing lessons and giving constructive feedback to their peers.	Walkthrough, Teacher Collaboration	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	Math Department
Self-monitoring	Teachers will conduct self evaluations and monitoring of their own activities to track progression and enact interventions.	Evaluation, Monitor	Tier 1	Monitor	08/26/2019	06/30/2020	\$0	Individual teachers and the math department staff

General Fund

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Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Counseling Students	Staff at various levels will meet with students with chronic absenteeism and their parents to counsel them regarding the impact of not attending school on a regular basis.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	Teachers, Counselors, Social workers, Administrators