



Priority School Improvement Plan

Pontiac Academy for Excellence - High School

Pontiac Academy for Excellence

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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.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

Demographic Data

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

Student Demographic Data

1. In looking at the three year trend in student enrollment data, what challenges have been identified?

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Student Demographic Data

2. In looking at the three year trend in student attendance data, what challenges have been identified?

First hour tardiness/attendance, last hour early dismissal/attendance, and truancy are challenges that have been identified. We have addressed these challenges by monitoring the teachers to ensure that teachers are correctly inputting attendance every hour daily into the MiStar system. The school also offers transportation to our homeless students ensuring that they can arrive daily to school. We have a partnership with the Department of Human Services who provides case workers in the school that provide direct communication to our families with students who are consistently absent, late for school, or are picked up early. Finally, our office manager, who oversees attendance, is staying in contact with the Oakland County truancy officer for students with excessive unexcused absences.

Student Demographic Data

3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?

The challenges that have been identified as it relates to discipline referrals and suspensions have decreased. The number of expulsions increased due to the policy that was implemented in 2015-2016.

Student Demographic Data

4. What action(s) could be taken to address any identified challenges with student demographic data?

Due to the number of years of teaching experience in our building, there will be an improvement in student achievement. Teachers have an array of instructional strategies and professional development throughout the year that will be implemented in the classrooms.

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?

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The impact on student achievement based on the number of years of experience of the leader(s) and administrative is positive. Due to the experiences student achievement should rise based on knowledge and experiences implementing best practices throughout the school.

Teacher/School Leader(s) Demographic Data

6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?

The impact on student achievement based on the number of years of experience of the leader(s) and administrative is positive. Due to the experiences student achievement should rise based on knowledge and experiences implementing best practices throughout the school.

Teacher/School Leader(s) Demographic Data

7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?

Leaders were out for professional development on many occasions which may have impacted student achievement because the leaders were not able to get into the classrooms or work with teachers on instructional strategies.

Teacher/School Leader(s) Demographic Data

8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?

The total number of days that teachers were out due to professional learning minimally impacted student achievement.

Teacher/School Leader(s) Demographic Data

9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?

The following actions will be implemented for the 2016-2017 school year to prevent an impact on students achievement such as:

*One day that in school administrative meetings take place.

*Implemented late start days to be used as professional learning time will result in less time out of the building.

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Process Data

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?

Strand I: Teaching for Learning

Standard 1: Curriculum

Indicator A: Alignment

Indicator E Learning Environment

11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?

Strand I: Teaching for Learning

Standard 3: Assessment

Indicator I: Data Analysis and Decision-Making

Strand II: Leadership for Learning

Standard 4: Instructional leadership

Indicator M: Results-Focused

Strand II: Leadership for Learning

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Indicator O: Shared Leadership for Learning

Strand II: Leadership for Learning

Standard 6: Organizational Management

Indicator Q: Intentional Practices

Strand III: Professional Learning Culture

Standard 8: Professional Learning System

Indicator U: Purposeful Planning

Strand III: Professional Learning Culture

Standard 10: Engagement

Indicator Y: Learning Opportunities

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12. How might these challenges impact student achievement?

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With teachers not being confident at looking at data collected from student assessments and how to analyze it, not being a part of the decision making, and not having shared leadership for learning can definitely impact student achievement.

13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.

The following actions could be put in place to address the challenges from the School Systems Review:

- *intentional professional learning for all staff based on the purpose of assessments
- *teaching students how to self-assess their work or assessments for improvement
- *continuous data meetings to discuss and analyze student data

14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?

Once a student is referred to the Student Support Team, the team provides information on all necessary intervention programs in order to ensure student success. They have access to after-school tutoring, credit recovery programs, Compass Learning and, Study Island and Renaissance Learning. Teachers utilize the paraeducators and interventionist in order to pull students for one-on-one/small group instruction. Free meals for breakfast and lunch, snacks for tutoring, are offered to students. There are also specialized tutoring sessions for ESL tutoring support.

15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?

Extended learning opportunities are as follows:

- *Before and after school tutoring
- *Intervention programs during the school day

16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?

The students are identified by using assessment data such as Scantron, Renaissance Learning as well as classroom grades and observations. Parents are notified via phone as well as a letter. Opportunities may be posted in newsletter as well.

17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?

Lesson plans, walk-throughs, and content area meetings are all evidence that indicate the extent to which the standards are being implemented with fidelity. Vertical meetings are slated to begin the 2016-2017 school year.-

18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.

We review the results from our MIPHY survey and share with staff for improvements for the upcoming school year as we review our student code of conduct and make changes/plans for student safety.

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Achievement/Outcome Data

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

19a. Reading- Strengths

The majority of our students struggle in reading. One of the strengths is when given help they like to read.

19b. Reading- Challenges

*Independent reading

*Reading Informational text

*Vocabulary Interpretation

*Reading beyond the literal meaning

*Reading comprehension

19c. Reading- Trends

There are concerns about our students' reading abilities. According to Scantron Reading Performance testing, the student percent proficiency have decreased since the past two years. We are moving further from our goal of 85% of students being proficient.

19d. Reading- Summary

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Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

*Teachers will use strategies in small groups on guided reading.

*Teachers are also breaking down the standards and digging deeper as we plan during professional development.

*We are also planning on ordering a reading program for high school.

20a. Writing- Strengths

Using classroom assessments by the end of the year, students improved in the following areas:

*Writing a five paragraph essay

20b. Writing- Challenges

*Students do not want to analyze in order to write.

*They struggle with paragraph structure .

*Vocabulary is limited

*They lack grammar skills

20c. Writing- Trends

At the end of this year, students are showing a positive trend in writing

20d. Writing- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

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The district has implemented writing across the curriculum with Step up to Writing. Teacher's will work with students in small groups as mentioned in the SIP.

21a. Math- Strengths

The strengths our students possess in math vary from student to student. Their main strength is having good work ethics.

21b. Math- Challenges

The challenges our students possess in math is:

- * their lack of foundation skills
- *they struggle with multi step problems
- *they also lack skills to read and understand what is being asked of them to solve a problem

21c. Math- Trends

Our math scores in math have increased in 9th and 10th grade according to Scantron Performance testing

21d. Math- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges in math will be addressed in our School Improvement Plan by:

- *reading across the curriculum
- *using Engage New York
- *small group instruction/centers

22a. Science- Strengths

The main strengths our students have resides in the fact they like science and they understand the content when using hands on activities.

22b. Science- Challenges

The two predominant challenges our students face is their lack of prerequisite skills (basic understanding of math and lack of comprehension in reading) and their lack of perseverance.

22c. Science- Trends

Over the past three years, students are showing an overall increase in state assessment.

22d. Science- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges in science will be addressed in our School Improvement Plan by:

*reading across the curriculum

*small group instruction/center

23a. Social Studies- Strengths

The challenges in social studies will be addressed in our School Improvement Plan by:

*reading across the curriculum

*small group instruction/centers

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23b. Social Studies- Challenges

The two main challenges students face are stamina and their lack of understanding when reading text.

23c. Social Studies- Trends

The two main challenges students face are stamina and their lack of understanding when reading text.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

The challenges in social studies will be addressed in our School Improvement Plan by:

*reading across the curriculum

*small group instruction/centers

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Perception Data

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

24a. Student Perception Data

Which area(s) indicate the overall highest level of satisfaction among students?

Student survey show the highest levels of satisfaction among students is being encouraged by their teachers to think on their own and problem solve, and feeling safe at school.

24b. Student Perception Data

Which area(s) indicate the overall lowest level of satisfaction among students?

Student survey show the lowest level of satisfaction among students is the lack of cleanliness and condition of the school.

24c. Student Perception Data

What actions will be taken to improve student satisfaction in the lowest area(s)?

In order to improve student satisfaction in the lowest areas, the school will need to ensure that the custodial staff is cleaning the school during the day. The summer will be spent repairing and renovating areas of need in the school.

25a. Parent/Guardian Perception Data

What area(s) indicate the overall highest level of satisfaction among parents/guardians?

Student survey show the highest levels of satisfaction among students is being encouraged by their teachers to think on their own and problem solve, and feeling safe at school.

25b. Parent/Guardian Perception Data

What area(s) indicate the overall lowest level of satisfaction among parents/guardians?

The overall lowest level of satisfaction among teachers/staff is the school environment, chaotic and consistently addressing student behavior

25c. Parent/Guardian Perception Data

What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

The hiring of a School Culture and Climate Specialist who will work with the Academic Deans to help minimize student distractions in class.

26a. Teacher/Staff Perception Data

What area(s) indicate the overall highest level of satisfaction among teachers/staff?

The overall highest level of satisfaction among teachers/staff is when students are engaged, on task, go above expectations.

26b. Teacher/Staff Perception Data

What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The overall lowest level of satisfaction among teachers/staff is the school environment, chaotic and consistently addressing student behavior

26c. Teacher/Staff Perception Data

What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The hiring of a School Culture and Climate Specialist who will work with the Academic Deans to help minimize student distractions in class.

27a. Stakeholder/Community Perception Data

What area(s) indicate the overall highest level of satisfaction among stakeholders/community?

There has been no stakeholder/community perception data collected.

27b. Stakeholder/Community Perception Data

What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?

There has been no stakeholder/community perception data collected.

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27c. Stakeholder/Community Perception Data

What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?

There has been no stakeholder/perception data collected.

Summary

28a. Summary

Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.

Achievement data is a challenge because there are so many students not reading at his/her grade level. A strength is that we are making progress in all the core areas. Resources are being purchased such as books and materials.

28b. Summary

How might the challenges identified in the demographic, process and perception data impact student achievement?

The challenges would impact student achievement because students aren't on grade level and there is a lack of resources in all the core subject areas.

28c. Summary

How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?

The plan will be reviewed once staff has returned for the school year. After reviewing and analyzing all data we have collected staff will implement the plan in the classroom. Centers have also been an issue in implementing so we are implementing the Daily 3 in high school.

This process will be reviewed with teachers. The administrative team will monitor for infidelity

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School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

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Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		PAE High School Parent Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		High School Parent Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes		

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?

The comprehensive needs assessment was conducted over the course of several staff meetings as both a whole-staff and small group collaborative effort. The staff was split into several different groups organized by departments, grade levels, and cross curricular teams which worked to disaggregate and analyze student achievement data, perception data, process data, and demographic data. The findings of each individual group were then shared out with the rest of the staff through a presentation, which also took place in a staff meeting. The whole group also met to collectively determine intervention strategies based on student needs.

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?

READING

The majority of our students struggle in reading. One of the strengths is when given help they like to read. Challenges in reading include:

- *Independent reading
- *Reading Informational text
- *Vocabulary Interpretation
- *Reading beyond the literal meaning
- *Reading comprehension

There are concerns about our students' reading abilities. According to Scantron Reading Performance testing, the student percent proficiency have decreased since the past two years. We are moving further from our goal of 85% of students being proficient.

WRITING

Using classroom assessments by the end of the year, students improved in the following areas:

- *Writing a five paragraph essay

Challenges in writing include:

- *Students do not want to analyze in order to write.
- *They struggle with paragraph structure .
- *Vocabulary is limited
- *They lack grammar skills

MATH

The strengths our students possess in math vary from student to student. Their main strength is having good work ethics.

The challenges our students possess in math is:

- * their lack of foundation skills
- *they struggle with multi step problems
- *they also lack skills to read and understand what is being asked of them to solve a problem

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SCIENCE

The main strengths our students have resides in the fact they like science and they understand the content when using hands on activities. The two predominant challenges our students face is their lack of prerequisite skills (basic understanding of math and lack of comprehension in reading) and their lack of perseverance. Over the past three years, students are showing an overall increase in state assessment. The challenges in science will be addressed in our School Improvement Plan by:

*reading across the curriculum

*small group instruction/center

SOCIAL STUDIES

The two main challenges students face are stamina and their lack of understanding when reading text. The two main challenges students face are stamina and their lack of understanding when reading text. The challenges in social studies will be addressed in our School Improvement Plan by:

*reading across the curriculum

*small group instruction/centers

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.

Based on our study of the various types of data referenced in the previous question, the analysis of said data points to the need for the school to continue its work on further developing our 3 big ideas, which include curriculum alignment, culture and climate, and our multi-tiered system of support.

Curriculum Alignment

Whereas a great deal of time, attention, and resources were provided to support the alignment of curricular resources in the focus content areas of mathematics and writing, our reading department could greatly benefit from a common curricular resource that is aligned with the middle school. We have aligned our curriculum for the upcoming school year and beyond, by transitioning into a full-service curriculum development tool and warehouse, called Atlas. This program will allow our staff to collaborate in planning, delivering, and evaluating the curriculum for all content areas, and will also allow viewing privileges to our parents, and students, as well. Through a regular process of collaborative teaming and dialogue, the curriculum documents, including curriculum maps, pacing guides, as well as unit plans and lesson plans, will be monitored and evaluated throughout the school year. This practice will keep all stakeholders of the school engaged in the continuous improvement and strengthening of these critical components of high-impact/high-yield instructional delivery.

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Culture and Climate

Also, we will continue to refine our implementation of the strategies embedded within Capturing Kids' Hearts and PBIS, as part of our efforts to recreate the culture of the school into one that is positive, based on building and sustaining relationships with staff, students, families, and the community.

Multi-Tiered System of Support

In 2013-2014, we implemented a Tier III academic intervention program for our students who are in greatest need of additional support in the content areas of reading and mathematics. This program, facilitated by an interventionist, was not fully implemented until the beginning of the 2014-2015 school year, as the resources that were needed for its implementation with fidelity and a high school interventionist were not in place until this time. For the 2014-2015 school year and beyond, we have access to the full array of resources provided through our contract with Renaissance Learning, which includes STAR assessments, English in a Flash, Math Facts in a Flash, Accelerated Math Live, Successful Reader, and Accelerated Reading. Our plan is to extend these resources into the general education classrooms in 2015-2016, to fully capitalize on their potential in meeting the needs of Tier II and Tier I students. During the 16-17 school year, the MTSS system will be restructured to include Intervention Tutors working with students in Tier 2 and 3, Title 1 Teachers working with Tier 3 students and paraprofessionals working with Tier 1 and Tier 2 students daily for at least one hour.

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?

As a Title I Schoolwide school, the majority of the students are disadvantaged. The goals are developed to address the academic, social, developmental and behavioral needs of the whole school population. In order to meet the needs of the entire school population, there are a number of initiatives embedded within the 3 big ideas that are in place,

including:

Saxon Math and Engage New York

Step Up to Writing

Capturing Kids' Hearts

Reading Apprenticeship

BlackBoard Configuration

Charlotte Danielson's Framework for Teaching (Teachscape Reflect)

Tier I general education instruction

Tier II in-class supports provided by classroom teachers through differentiated instruction

As a Title I Schoolwide school, inclusive of several subgroups, the following interventions are implemented to meet the variety of needs:

ESL/ELL Tutoring and Parental Support

After School Tutoring Program

Title I and ESL Paraprofessional push-in support

Summer School Program

Power Parenting University program to inform parents on how to better support their students at home

Renaissance Learning products to support Students with Disabilities, English Language Learners, as well as our Tier III at-risk students

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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 School Improvement Team is implementing Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching, in order to close the achievement gaps and increase student achievement of all students, including English Language Learners and students with disabilities. This includes book studies participated by staff and/or administration. In addition to these studies, specific initiatives have been adopted by the School Improvement Team in order to improve instruction resulting in increased student achievement. Those initiatives include Sheltered Instruction Observation Protocol (SIOP), and Reading Apprenticeship. In order to ensure that all students who need additional support are identified in a timely manner, Professional Learning Communities (PLCs) have been implemented in the school. Teachers meet regularly in content area and grade level departments to analyze student data and share instructional strategies. Data is analyzed regarding individual students most at risk, as well as whole class, and interventions identified during these PLC activities. Administrators conduct frequent walkthrough observations and deliver immediate feedback regarding best practices and constructive criticism to inform and improve instructional practices.

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).

I. Reading Apprenticeship Instructional Framework

The Strategic Literacy Initiative, committed to improving learning outcomes for students by assisting them to become powerful, strategic, and independent readers.

The framework:

- * engages students in more reading
- * makes the teacher's discipline-based reading processes and knowledge visible to students
- * makes students' reading process, motivation, strategy, knowledge, and understanding visible to the teacher and one another
- * helps students gain insight into their own reading processes
- * helps students develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of various texts

II. Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components: (1) Lesson Preparation; (2) Building Background; (3) Comprehensible Input; (4) Strategies; (5) Interaction; (6) Practice/Application; (7) Lesson Delivery; and (8) Review/Assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. To support staff development, observation and feedback by the Principal and ESL Coordinator throughout the school year on implementation of each SIOP component. In 2013-2014, the district rolled out full implementation of the SIOP model in regular classroom instruction. SIOP components and features will continue to be included as a part of regular lesson planning, daily instruction, and assessment as well as classroom observations. In addition, teachers trained in the model will continue to participate in quarterly professional development meetings to dialogue about implementation of the model. This initiative will benefit all students, and especially our growing ELL population, in all content areas of ELA, Math, Social Studies and Science. Evaluation of the success of this program will be based on improved state assessments, local assessments and quarterly assessments.

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

I. Reading Apprenticeship Instructional Framework

The Strategic Literacy Initiative, committed to improving learning outcomes for students by assisting them to become powerful, strategic, and independent readers.

The framework:

- * engages students in more reading
- * makes the teacher's discipline-based reading processes and knowledge visible to students
- * makes students' reading process, motivation, strategy, knowledge, and understanding visible to the teacher and one another
- * helps students gain insight into their own reading processes
- * helps students develop a repertoire of problem-solving strategies for overcoming obstacles and deepening comprehension of various texts

II. Sheltered Instruction Observation Protocol (SIOP)

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components: (1) Lesson Preparation; (2) Building Background; (3) Comprehensible Input; (4) Strategies; (5) Interaction; (6) Practice/Application; (7) Lesson Delivery; and (8) Review/Assessment. Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. To support staff development, observation and feedback by the Principal and ESL Coordinator throughout the school year on implementation of each SIOP component. In 2013-2014, the district rolled out full implementation of the SIOP model in regular classroom instruction. SIOP components and features will continue to be included as a part of regular lesson planning, daily instruction, and assessment as well as classroom observations. In addition, teachers trained in the model will continue to participate in quarterly professional development meetings to dialogue about implementation of the model. This initiative will benefit all students, and especially our growing ELL population, in all content areas of ELA, Math, Social Studies and Science. Evaluation of the success of this program will be based on improved state assessments, local assessments and quarterly 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.

In collaboration with administration and classroom teachers, the Home School Liaison, Interventionist, and Paraprofessionals provide support for students who are identified as most in need of instructional support. Students most at-risk are assigned to the appropriate support staff in order to increase their ability to gain success.

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

PAE will determine the needs of our students are being met by the academic success shown on the state, local and classroom assessments. We will look at the student MiPHY surveys to determine if the social needs are also being met.

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	All paraprofessionals are highly qualified. All paraprofessionals are involved in instructional and parent involvement activities and meet the requirements of a Title I funded school.	

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>	Yes	All teachers are highly qualified. Pontiac Academy for Excellence has adopted a hiring practice that requires all new teachers to meet highly qualified requirements as outlined by No Child Left Behind federal legislation. The academy's authorizer, Saginaw Valley State University, and the academy's human resource staff member track teacher qualification status and ensure that teachers achieve and maintain correct qualifications	

Component 4: Strategies to Attract Highly Qualified Teachers

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

30% of the instructional staff were no longer employed at Pontiac Academy for Excellence High School at the conclusion of the 2015-2016 school year.

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

The experience level of key teaching and learning personnel is as follows:

- 3% of the staff has 0-3 years of teaching experience
- 60% of the staff has 4-8 years of teaching experience
- 17% of the staff has 9-15 years of teaching experience
- 16% of the staff has 15+ years of teaching experience

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

The academy utilizes a variety of strategies to attract high quality teachers. These strategies include:

- Offering a competitive salary and benefits package, including fifty percent (50%) reimbursement benefit for continuing education.
- Including teachers in the continuous improvement planning and decision making processes, and other school/district initiatives and activities.
- Pontiac Academy for Excellence works closely with its authorizer, Saginaw Valley State University to assist in providing various professional development opportunities.

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

The academy utilizes a variety of strategies to attract highly qualified teachers. These strategies include:

- Providing a comprehensive orientation and mentoring program that supports a successful transition into teaching.
- Providing opportunities for teachers to improve their instructional skills through a professional development program.
- Including teachers in the continuous improvement planning and decision making processes, and other school initiatives and activities.

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?

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In order to try to lower the high teacher turnover rate, the school has committed to hiring staff that demonstrate knowledge of best practices and experience with diverse student populations. The school will continue to train staff with ongoing professional learning experiences in effective instruction and classroom management strategies. The school offers a comprehensive mentoring program to support new teachers and increase the retention rate of teachers.

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.

Professional Development, both explicit and job-embedded, is being provided for the staff on Differentiated Instruction, Writing in all content areas, the use of Engage New York, and infusion of Reading Apprenticeship into all content areas. Staff will also receive training on Kagan Cooperative Learning, Crucial Conversations, data driven decision making, NWEA, and ESL instructional strategies.

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

The professional development activities are revisited during staff meetings and weekly content area meetings to ensure fidelity in delivery and full implementation. Teachers engage in peer instruction/presentations of best practices of learned instructional skills and techniques among one another.

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

Component 6: Strategies to Increase Parental Involvement

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

Pontiac Academy for Excellence utilizes a variety of measures to ensure parent involvement in program design, including:

- .Inviting parents to attend School Improvement Meetings, Principal and Superintendent coffees.
- .Parents are encouraged to participate in Orientation, Curriculum Night, College Preparatory Night, Literacy, Math, and Science Fairs, Parent Empowerment Day, Parent-Teacher Conferences and the NCLB Dinner. In all of these events parents are encouraged to give feedback through surveys.

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

Pontiac Academy for Excellence ensures parent involvement in the implementation of our program through a variety of methods, including:

- Chaperone opportunities
- Parent Empowerment Day
- Volunteering opportunities

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

Program evaluation is accomplished through the following means:

- Parent survey
- School wide survey

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 Academy for Excellence High School understands the need to have parents who are involved in decision-making and advocacy for students and their academic achievement. Parents are valuable stakeholders and should have input and involvement in all decisions regarding their children. We have extended occasions for all parents to become actively involved in the following opportunities: 1118(e) 1: Pontiac Academy for Excellence High School will host informational sessions throughout the year to inform parents of the state's academic

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content standards and student achievement standards. These sessions will include information about tracking student progress through electronic grade books and ways to interface with teachers to improve student's achievement. 1118(e) 2: Pontiac Academy for Excellence High School will provide supplemental materials to help parents engage their children in the learning process. These materials will be designed to complement the school's curriculum and will be available for parents to use at home. The school will also provide training sessions for parents on strategies to use to help their children in core academic areas. Parents will also have the opportunity to receive training on the use of electronic grade books and other technological media for tracking student progress. 1118(e) 3: The PAE high school provides opportunity for parents to express issues and concerns regarding academic assistance for their child. Administration and PAE's Special Services department train all staff members on how to build relationships with parents. PAE maintains a culture of informed and involved stakeholders (parents, staff and students) for the purpose of increasing academic performance and school improvement. In the beginning of the summer and through out the school year, PAE generates parent surveys to collect ideas, comments, and concerns from parents to improve school culture and parent involvement. The school improvement team, which consists of staff and parents, meets to review the results of the surveys and discuss and provide feedback with suggestions for improvement. Discussions are followed up in scheduled Parent Advisory Committee meetings and staff meetings. As part of their professional development activities, faculty and administration will receive instruction pertaining to optimal ways to engage parents in the learning process. Staff will also receive support in implementing parent programs. Pontiac Academy for Excellence High School will strive to create a collaborative environment in which parents build strong ties to the school and are seen as partners in education. 1118(e) 4: The staff at Pontiac Academy for Excellence collaborates with programs like Baldwin Center, Oakland/Livingston Human Services Agency, Oakland Family Services, Lighthouse, Hispanic Outreach Services, Pontiac Rotary Club, Bloomfield Hills Optimist Club, Pontiac Fire Department, and the Oakland County Police Department to strengthen parent involvement. We also provide the services of a parent liaison to address the concerns of parents and to provide parents with information for social services available in the community. PAE has an annual Parent Empowerment Day where vendors and workshops are available for parents to learn about services provided. 1118(e)5: All information related to school and parent programs will be presented in clear, organized formats and in plain language that all parents can understand, including bi-lingual publications. Information will be distributed through a variety of media, including newsletters, automated electronic call systems, backpack mail, office postings, and website postings. 1118(e) 14: Parents are asked to complete surveys to collect perception data on school culture as well as solicit ideas for parent involvement activities. This information is reviewed by the School Improvement Team once a year to aid in providing support and activities to parents. Parents are invited to attend School Improvement Team meetings. Parents are welcome to volunteer throughout the school year, and our district has an open-door policy to meet with administrators. PAE teachers invite parents to meet during preparatory hours and by appointment. Pontiac Academy for Excellence High School encourages parents to be involved in the development of activities that are designed to enhance the educational opportunities of their children. As such, the school will provide all reasonable support for parental involvement activities as they are requested. 1118(f): To maintain an effective home-school partnership and in compliance with Section 1118 of the No Child Left Behind Act of 2011, PAE will commit to the following: 1. An annual meeting to provide parents/guardians with results of individual assessments including a question and answer session. 2. An annual Title I services meeting to provide parents with information regarding the services provided. 3. An annual Education Report meeting will be held to explain the achievement results in parent friendly terms, as well as posted on our website. Parent/Teacher Conferences are scheduled three times a year to provide information on student progress. 4. A web page, email, school newsletter, and other forms of literature to inform and invite parents/guardians to school events. 5. Parent Involvement surveys and evaluations forms are distributed to determine the success of the various events, programs, and culture of the school. 6. Meetings between parents/guardians, school administration, and staff are scheduled to discuss solutions for students having special needs or experiencing issues with academics and/or behavior. 7. A Student Support Team has been formed to identify and evaluate children with disabilities and special needs who attend PAE. Information and school reports will be available in a variety of formats, including hard and digital copies. Arrangements will be made to accommodate parents with disabilities to provide them with equal access to information. Parents with limited English proficiency and/or limited literacy skills will be provided with information in a language and format understandable to them. Reports and information documents will be clearly formatted in an understandable way. All parents, including parents of migratory children, will have full access to all information and reports in the formats listed above.

Title I Schoolwide Diagnostic

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

The evaluation identified potential barriers, to greater participation, by parents in parent involvement activities (with particular attention to parents who are economically challenged. Results of this year's evaluation also indicate a greater need for involvement from parents at the educational level specifically in the classroom and during homework time. Many felt that the school is exercising consistent and meaningful two-way communication strategies. However they cited a need for more frequent opportunities for parents to understand curriculum goals. Parents have indicated parent workshops as a good opportunity to reiterate curriculum goals. The high school will use the findings of the evaluation to design strategies for more effective parent involvement specifically in the areas of student learning at home and classroom volunteering, and to revise, if necessary (and with the involvement of parents) the school's parent involvement policies related to parent workshops. The school will also, employ strategies to remove the barriers of transportation and child care cost to promote participation.

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

The evaluation identified transportation and child care as potential barriers to greater participation by parents in parent involvement activities with particular attention to parents who are economically challenged. Results of this year's evaluation also indicated a greater need for involvement from parents at the educational level specifically in the classroom and during homework time. Many felt that the school is exercising consistent and meaningful two-way communication strategies. However, they cited a need for more frequent opportunities for parents to understand curriculum goals. Parents have indicated parent workshops as a good opportunity to reiterate curriculum goals. The high school will use the findings of the evaluation to design strategies for more effective parent involvement, specifically in the areas of student learning at home and classroom volunteering. If necessary, revisions related to parent workshops, etc., will be made. The school implemented a strategy to remove the barriers of transportation and child care to promote participation. The school will develop a common evaluation form.

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

A design for the School-Parent Compact was suggested to administrators several years ago through various workshops, when becoming a Title I Schoolwide school. The school-parent compact is evaluated and revised, if needed on an annual basis.

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

NA

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

Parents are invited to SIP/PIC meetings to develop or revise the school-parent compact annually or when necessary. The compact is initially discussed and provided to parents, students, and teachers during High School Orientation. During Fall Parent-Teacher Conferences compacts are signed and collected. Homeroom teachers are responsible for completing and collecting the compacts.

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

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

Individual ACT and Workkeys results are mailed to parents. State assessments and Scantron Performance Series test results are given to parents during Parent/Teacher conferences. Parent/Teacher conferences occur three times per year. This allows teachers to explain the results of these assessments and answer any questions surrounding the results. In addition, parents are provided an opportunity to have the data interpreted for them in English and/or Spanish. Communications from the school office are also sent home in both English and Spanish, whenever possible.

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?

We don't have Preschool or Kindergarten, however we have a summer transition program for eighth grade students who are going to high school. This program is for all 8th grade students entering the high school. The purpose of this program is to assist students in a smooth transition to high school. Our focus is on Math, Language Arts, Character Development and Time management.

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?

NA

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?

Pontiac Academy for Excellence High School involves all staff members in the decision making process throughout the year. Teachers play an active role in the decision-making process of the high school. They are directly involved in the process that is responsible for the development of a plan for the school's primary programs and services, including assessment. Outside of creating common assessments regarding subject area, the staff is involved in professional development planning, data summary and School Improvement Committees to help promote positive student achievement.

Throughout the school year teachers participate in:

Professional conversations in their PLCs that will assist in developing ideas for increasing student achievement. These meetings are content oriented. Teachers are also involved in school improvement meetings as well as District meetings.

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

The academy has implemented measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve the achievement of individual students and the overall instructional programs. The entire staff of the school participates in compiling and analyzing data to make determinations in terms of the 40 rubrics associated with the School Process Rubrics. The staff is also asked to participate in further analysis of collected achievement, disciplinary, attendance, and perception data to be considered in the writing of the School Improvement Plan. Upon receiving the results of the M-Step test, the instructional staff will work collaboratively to analyze student's achievement data.

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

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

The process to identify students who experience difficulty mastering state's academic achievement assessment standards is to first identify those students based on formative and summative assessment data. Teachers then would use differentiated learning strategies and classroom modifications to address those identified students' needs. Students who do not respond to the interventions and modifications are then referred to the Interventionist and well as the Academic Counselor to develop a plan of action to assist those students with their academic development. If those interventions are not successful, the students are referred to the Student Support Team (SST) for further academic evaluation.

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?

P.A.E. has implemented activities to ensure that all students who experience difficulty achieving proficient or advanced levels of academic achievement standards and scoring below in college readiness, shall be provided with effective, timely additional assistance. The academy has procedures and processes in place to ensure that students' difficulties are identified on a timely basis.

A. P.A.E. offers multiple programs to assist identified students. These programs work in accordance with the Student Assistance Team program. Students may be referred to the Student Assistance Team as an individual modification.

Programs that utilized for interventions:

- Behavior tracking
- After school tutoring in all core areas
- Summer School(core enrichment and credit recovery)
- Credit Recovery
- Social worker interventions
- Instructional modifications (Compass Learning, Study Island)
- Assessing and addressing student learning styles (NWEA)
- Special Education support and involvement in observation of student to suggest possible accommodations

B. Differentiated instruction is used in the classroom by the teacher and is designed to meet individual student needs is as follows:

English Language Arts:

- Reading Apprenticeship
- The Language! curriculum,
- Guided Reading

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- Integration of Technology (NWEA, Compass Learning, Study Island, Interactive Whiteboard Lessons)
- After school tutoring
- Appropriately leveled books-High interest
- Use of graphic organizers
- Sheltered Instructional Observation Protocol strategies
- Leveled groupings

Math:

- Integration of Technology: (Interactive Whiteboard lesson, Study Island, NWEA, Compass Learning)
- Math enrichment groups
- After school tutoring
- Use of collaborative groups
- Sheltered Instructional Observation Protocol strategies
- Co-teaching

Science:

- Integration of technology: (Interactive Whiteboard lesson, Study Island, NWEA, Compass Learning)
- Use of collaborative groups
- Use of hands on activities
- Sheltered Instructional Observation Protocol strategies

Social Studies:

- Integration of technology: (Interactive Whiteboard lessons, Study Island, NWEA, Compass Learning)
- Use of collaborative groups
- Sheltered Instructional Observation Protocol strategies

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

ifferentiated instruction, designed to meet individual student needs in all core areas ELA, Math, Social Studies, and Science is included as follows:

English Language Arts:

- Guided Reading
- Reading Apprenticeship
- Integration of Technology (Study Island, Interactive Whiteboard Lessons)
- After- school tutoring
- Use of graphic organizers
- Sheltered Instructional Observation Protocol strategies
- Integration of centers using the daily 3

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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.

The academy ensures that all federal, state, and local funds are focused on the goals, strategies, and action activities defined in the SIP are directly related to the comprehensive needs assessment.

Support services implemented through title funds are coordinated through consistent communication and collaboration to address student performance, achievement and needs in conjunction with classroom teachers. Stakeholders who support various schoolwide programs and initiatives are all a part of the School Improvement Team, which allows for regular communication and reflection of implementation of federal, state and local programs. Additional communication and collaboration is facilitated through Principal and Director of Categorical Programs meetings.

Agencies and Programs:

Oakland Livingston Human Service Agency (OLHSA); Upward Bound; Saginaw Valley State University; Baker College; Oakland University; Winning Futures; Wayne State University; Hispanic Outreach; various Title programs (Title I; Title IIA; Title III; 31A)

Title programs:

Title I funds are used to support school wide initiatives through home-school liaison, parent liaison, after school tutoring, Saturday school and summer school. Materials such as vocabulary workbooks, interactive whiteboard software, professional development workshops, interactive tablets, graphing calculators, Compass Learning, and Study Island are purchased using Title I funds.

Title IIA funds are used to support off site professional development opportunities for administrators.

Title III funds are used to provide substitutes for teachers and training on the SIOP Model for working with our ELL population. Title III funds are also used to purchase materials to support the SIOP model. In addition, English Language workshops are conducted for parents of ELL students.

31A funds are used to support our Interventionist, 31A Paraprofessionals, ESL paraprofessionals and Security.

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.

The following grants will be consolidated in the School-Wide Program:

- Title I, Part A (Assisting Basic Programs)
- Title II (Professional Development)
- Title III (ESL)

These grants will be implemented in the following ways:

-Title I will assist low performing and at-risk students to achieve at or above state standards through supplementing basic programs.

-Title II will be used for mentoring and professional development.

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-Title III will be used to enhance the district ESL program and meet compliance requirement set forth by the Federal Government

10 Components funding sources:

- 1) Comprehensive Needs Assessment - General Funds (Teacher salaries)
- 2) Schoolwide Reform Strategies - General Funds (Teacher salaries); Title I funds (Supplies); Title IIA funds (Professional development). Title III (Supplies)
- 3) Instruction of Highly Qualified Professional Staff -General Funds (Teacher salaries)
- 4) Strategies to Attract High-Quality Highly Qualified Teachers to High Need School- General Funds (teacher salaries), Title IIA (professional development)
- 5) High Quality and Ongoing Professional Development - Title IIA (Professional Development), General Fund (teacher salaries), Title I (professional development),
- 6) Strategies to Increase Parental Involvement - Title I (Parent Liaison), General Fund (curriculum night, math night, promotion ceremony), Title III (ESL parent workshops and materials)
- 7) Preschool Transition Strategies - N/A
- 8) Teacher Participation in Making Assessment Decisions - General Fund (teacher salaries), Title I (Study Island)
- 9) Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title I (After school tutoring; Summer School; Math support; Home-School Liaison) Title IIA (professional development to support instructional staff), IDEA (Special education/Speech therapy teacher salaries), General Fund (Child Study Team-teacher salaries), Title III (After school tutoring) Summer School; SIOP training and materials), and 31A (ESL paraprofessionals; Interventionist)
- 10) Coordination and Integration of Federal, State, and Local Programs and Resources - Title I (Director of Categorical Programs; School Nurse); Title IIA (professional development); 31A (Social Worker, At-Risk Coordinator); IDEA (Special Education teachers, speech)

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.

Funds used by Pontiac Academy for Excellence High School will be coordinated and integrated from the General Fund, Title I, Title IIA, Title III and 31A to ensure that a wide spectrum of support services are available to support the success of all students. After School tutoring and summer school is provided to support the instructional programs for Title I students throughout the school year. The Home School Liaison assists with behavior interventions and is also funded through Title I. The ESL teacher and paraprofessionals are funded by Title I, Title III, 31A and general fund. The interventionist and Social Worker assist with students behavior and social issues and are funded through 31A.

Evaluation:

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

All content areas meet bi-weekly to discuss areas related to achievement of school improvement goals by using formative and summative assessment data. All staff meets twice a year to evaluate state assessment data and how it affects lesson development as it relates to meeting the objectives as dictated by the SIP. The school improvement team meets frequently to modify and adjust the SIP.

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.

The staff analyzes the multiple forms of data and identifies students who are not achieving proficiency. Those students are identified for After-School Tutoring, Saturday School, Enrichment classes and meetings with the interventionist. A plan of action is then formulated, implemented and evaluated for each identified student.

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.

Meetings are held as often as needed to evaluate data and recommendations made by content area departments, and the staff as a whole, and make revisions as necessary. The school also complete the MDE program evaluation tool for identified programs on a yearly basis.

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?

Stakeholders meet a minimum of one day per month to review the previous years School Improvement Plan. Participants then make plans for necessary revisions and modifications. Those revisions and modifications are then analyzed for their effectiveness by all high school staff. Any further changes are then reviewed at subsequent School Improvement meetings and then integrated into the current School Improvement Plan where necessary.