Priority School Improvement Plan

Pontiac Academy for Excellence - Middle School

Pontiac Academy for Excellence

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TABLE OF CONTENTS

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?

The challenges in student enrollment had declined due to teacher turn over. Parents have also had concerns about the number of long term substitute teacher's in core classes.

Student Demographic Data

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

Challenges in attendance has been a large number of truancies. Student's coming to school late/tardy is because parents working late, some not having transportation, the bus route not being in an area close enough for students to get to on their own, or depending on someone other than the parent to get them to school.

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 behavior for the past three years significantly decreased each year due to the intervention strategies that were implemented in the classroom as well as some staff that were put in place. The number of expulsions declined from the previous year because the Home School Liaison closely monitored students that was suspended twice and put on a behavior contract holding students and parents accountable for the behavior.

Student Demographic Data

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

The following actions could be taken to address "truancy:"
*Hire a truancy officer that monitors chronic truancy problems/issues
*Implement a more strict policy for chronic offenders

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?

The school leader has several years of experience as well as being an administrator. However, leaders were out of the building for

Professional Development and meetings 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

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

Due to the number of years of experience there should be an improvement on student achievement. Teachers have an array of instructional strategies but as Professional Development is brought to staff throughout the year addirional instructional strategies will be implemented. Administrators and staff will meet weekly to discuss student data based on NWEA results as well as classroom data.

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. Leaders were not out due to illnesses.

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?

Actions to be taken to address school leaders being out of the building for Professional Development or in house meetings.

*Limit weekly meetings as well as the length of time.

*Email anything that can be emailed and may not require a response or a face to face.

*If a Professional Development does not pertain to increasing student achievement, Principals designee should attend instead.

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?

The following stand out as a strength: Leadership for Learning

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?

Professional Learning Cultures stands out as a challenge.

12. How might these challenges impact student achievement?

Professional Learning Cultures might impact student achievement because some teachers may need to refine their knowledge and skills to implement rigorous curriculum. If best practices are not implemented in the class then student achievement will not improve.

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
* Intentional Professional learning for all staff based on the purpose of assessments, teaching student 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?

We ensure that students with disabilities have access to the full array of intervention programs by not eliminating them from the programs available. The programs listed can be modified to fit a students needs based on his/her deficiencies.
*Tutoring
*Credit recovery offered to high school students
*Social Work interventions

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 and vertical meetings.

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 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 or challenges based on survey. If outside resources or presenters are necessary those assemblies are scheduled as needed.

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

Strengths for reading are as follows:
*Reading Literature
*Vocabulary Interpretation

19b. Reading- Challenges

Challenges are as follows:
*Independent reading
*Reading Informational text
*Reading Literature
*Vocabulary Interpretation

19c. Reading- Trends

Trends are as follows:
*Independent reading

*Reading Informational text

*Reading Literature

*Vocabulary Interpretation

19d. Reading- 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 will be addressed by the following:

*A new resource will be implemented titled "Collections"

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

*Implementation of centers

*Implementation of independent reading

*Increase additional paraprofessionals, interventionist to support teachers

*Develop Individual Plans for each student based on results of NWEA

20a. Writing- Strengths

Using classroom assessments by the end of the school year students improved in the following area(s)

*Introductory paragraph writing

20b. Writing- Challenges

Some challenges in the middle school in writing was the following

*Paragraph Writing/Structure

*Word usage

*Utilization of 6+1 traits

*Constructive Responses

20c. Writing- Trends

Trends are as follows:

*Paragraph Writing/Structure

*Word usage

*Utilization of 6+1 traits

*Constructive Responses

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.

The challenges will be addressed the following ways;

*Common writing assessments will be implemented and scored by teachers

*Review Step Up to Writing

*Implement 6+1 Writing Traits

* Dig deeper into the writing standards to be implemented

*Implement Writing Across the Curriculum

*Develop time for daily/weekly journaling

21a. Math- Strengths

21b. Math- Challenges

Challenges are as follows:

*Number Operations
*Integers & Operations

21c. Math- Trends

Number and Operations was a trend across grade levels.

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 following will be addressed by the following:

*Implementation of New York Engage as resources.
Teachers will implement a pre/post assessment, teach the information, analyze the data, teach the areas students struggled on and re-assess again.
*Individual Plans will be developed for each student based on his/her results of NWEA.

22a. Science- Strengths

The following based on classroom observation and assessments were a strength
*Students learning to think on their own
*Use projects to apply their learning
*Tactile learners
*Visual learners

22b. Science- Challenges

The following are challenges:

*Lack of materials and resources

*Lack of prior knowledge in science

*Vocabulary

*Comprehending the reading on their own

22c. Science- Trends

After reviewing the data, the following are trends:

*Reading and be able to comprehend what's being read;

comprehension

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 are being met by:

*Implementation of an interactive science program with resources

*Unpacking the standards

*Implementation of the Instructional Learning Cycle

23a. Social Studies- Strengths

Strengths for students were as follows based on the Instructional Learning Cycle data

*Citing evidence from social studies informational text

*Civics/government

23b. Social Studies- Challenges

Challenges are as follows based on the Instructional Learning Cycle:

*Geography

*Economics

23c. Social Studies- Trends

Trends are the following across grade levels

*Vocabulary

*Geography

*Reading charts and graphs

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 following challenges will be addressed by implementing the following:

*Word walls based on unit plan

*Implementation of Centers

*Instructional Learning Cycles and analyzing the data

*Implementation of Channel one

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?

The highest level of satisfaction for students is they feel safe while they are at school.

24b. Student Perception Data

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

The lowest level of satisfaction for students is they feel the school is not kept clean and this does include the bathrooms.

24c. Student Perception Data

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

The actions taken to improve the lowest level of satisfaction is as follows:

*Have teachers check the bathrooms before and after they take their class
*Maintenance to check the bathrooms more often during the day, especially the boys
*Have building owners upgrade the sinks in the bathroom and possibly change the color

25a. Parent/Guardian Perception Data

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

More than 90% of the parents that responded to the survey stated that they are satisfied with the quality of education their child is receiving at the school.

25b. Parent/Guardian Perception Data

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

Based on the survey data at ;east q17% of the parents that responded to the survey stated that their child's teacher does not regularly communicate about their child's progress.

25c. Parent/Guardian Perception Data

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

The actions that will be taken are as follows:

*Documentation of parent contact weekly about a students progress

*Discuss assessment data with parent about a student's progress

*Schedule meetings as needed about student's grades

*Use text system to communicate with parents

26a. Teacher/Staff Perception Data

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

Based on survey data 75%of teachers feel the administrators work with teaches and other staff to supervise and evaluate their performance standards, and to identify areas for growth,

26b. Teacher/Staff Perception Data

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

Based on survey data 7% of the teachers stated that that have not been able to observe their colleagues exhibit a focused commitment to student learning.

26c. Teacher/Staff Perception Data

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

The following actions that will be taken are as follows:

*Provide teachers the opportunity to visit another colleagues classroom to view strategies that he/she may be struggling with in class

*Teachers should complete an observation form when visiting colleagues classes for instructional practices

27a. Stakeholder/Community Perception Data

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

There is no stakeholder data collected at this time besides student,parent and teacher data that has already been adressed. As far as collecting community data, this is how we will address it in the 2015-2016 school year:
*Provide a survey for all community members that are partners with the school as well as surrounding businesses.

27b. Stakeholder/Community Perception Data

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

There is no stakeholder data collected at this time besides student,parent and teacher data that has already been adressed. As far as collecting community data, this is how we will address it in the 2015-2016 school year:
*Provide a survey for all community members that are partners with the school as well as surrounding businesses.

27c. Stakeholder/Community Perception Data

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

Actions to be taken is as follows:
*Provide a survey for all community members that are partners with the school as well as surrounding businesses.

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 have been purchased and are still being purchased such as books and materials. We are also improving our efforts to implement the Multi-Tiered System of Support by hiring additional paraprofessionals, Title I teachers and interventionists. Individual development plans will be developed based on a students NWEA data. The above individuals will work with students based on their plans

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 centers as well as Kagan Strategies. The Multi-Tiered System of Support will also be implemented. This process will be reviewed with teachers. The administrative team will monitor for fidelity.

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.	No		

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.	No	www.pontiacacademy.org	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No		

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	Venkat Saripalli 196 Cesar E Chavez Ave. Pontiac, Michigan 48343 248.745.9420	

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		MS Parent Plan

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes		september 2016

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	No		

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 staff completed the comprehensive needs assessment by meeting over several days throughout the school year as small and whole groups. The small groups were organized by departments, grade levels, and cross curricular teams to disaggregate and analyze student achievement data, perception data, process data and demographic data. The whole group met to review small group data findings and 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?

Student Perception Data

*The highest level of satisfaction for students is they feel safe while they are at school.

*The lowest level of satisfaction for students is they feel the school is not kept clean and this does include the bathrooms.

Parent/Guardian Perception Data

The areas based on the overall highest level of satisfaction for parents was that 69.70% of them felt like the school overall is safe and secure.

Teacher Perception Data

Based on the data, the surveys stated the lowest level of satisfaction for among teachers/staff was the following: parental support is evident and the school is kept clean and in good condition.

Program and Process Data

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The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents. The curriculum is also updated with staff participation at Saginaw Valley State University. Intentional processes and practices are used by the school and teachers to facilitate high levels of student learning. Instructional planning is focused on ensuring student success. Student assessment is viewed as an essential component in the monitoring of student achievement. Multiple measures are used to monitor student achievement. The systems and processes are in place in order to ensure that the curriculum is appropriate and also delivered appropriately. Each content area implements best practices as well as research based strategies to improve student achievement. Teachscape has been implemented so administrators can implement walkthroughs and provide teachers with strategies to implement in the classroom for improvement.

The school systematically gathers and uses multiple sources of evidence, including formative and summative assessment data to monitor student achievement. Data from Scantron Achievement Series and standardized tests are used to measure student growth. Formative assessments such as: entrance and exit tickets, Do Now's, individual student responses, etc. are used by staff for this purpose as well. The data from these different forms of assessment is also used to target areas requiring individualized, or differentiated instruction.

School leaders participate in professional development and also deliver professional development activities to the staff. Much emphasis is placed on feedback and data. High expectations are communicated through email, newsletters, staff meetings, and assemblies. A multitude of communication methods are utilized in order to communicate with staff, parents, and students, which include: mass phone calls and emails, committee meetings, parent meetings, newsletters, professional developments, content area meetings, staff meetings, vertical

meetings, data meetings, etc. Through these different forms of communication, student learning and professional growth are given priority. The school also utilizes Teachscape in order to improve teaching methods. All teaching staff uses self reflection through their professional growth plans in order to raise their instruction methods to a higher level.

School improvement decisions are made based upon student data. Teachers are given data sources in order to make decisions about their instruction. Staff members engage in collaborative inquiry, decision making, and reflective practices frequently. All staff members play a role in school improvement and have a responsibility to carry out school improvement initiatives.

Data is used in order to determine the daily schedule of students, teachers, and paraprofessionals. Most staff have a common content area planning time. Collaborative team meetings are held along with staff data meetings. Professional development, as well as job embedded development is offered at staff meetings.

All teaching staff is highly qualified in their content area. Staff development is attended both in house and off site. Staff is responsible for sharing the knowledge that they gained from off campus professional development with other staff. Two weeks before the start of school professional development is required for all staff.

A multitude of professional development opportunities that are research based and job embedded exist within the school. Most staff members also choose a professional development workshop/conference to attend off campus or are assigned a professional development workshop/conference to attend based on need. The use of best practices is embedded in everything that is done at Pontiac Academy for Excellence Middle School, including observations, walkthroughs, and school initiatives/big ideas, etc.

Seeking parent involvement is a high priority. Every effort is made to communicate with parents in an ongoing and meaningful way. Translation is offered in both written and spoken form. Meetings/conferences are scheduled in morning, afternoon, and evening sessions in order to accommodate most parents. Parents are involved in several school and district wide committees. Their opinions are used in order to make school decisions. Opportunities for parents to be a part of their child's education, as well as to enhance their own learning abound. Parent classes and workshops are offered to enhance parents knowledge base on how to improve their child's learning at home.

The school partners with a variety of community groups, agencies, and businesses, such as: the McLaren Oakland Foundation, OLSHA, the Baldwin Center and Bloomfield Hills Optimist Club to offer support to our students and their families. Workshops on topics such as: parenting, how to study, and resume building are offered frequently to the families within the school. These agencies even come into the building on special days, such as Parent Empowerment Day, to offer their services and support to the families of Pontiac Academy for Excellence District. The Parent Liaison, Home School Liaison along with the school social worker typically arranges for these groups to offer services to the school's population.

Data is collected frequently over many different aspects of the school. This data is then used to make school-wide, and individual decisions. The school has many different data systems in place to manage and use the data that is collected. Data meetings are also utilized to analyze and disaggregate data. The data is then used to reteach materials, target individual students, and make decisions about teaching and learning.

Data is used for both school wide decisions and instructional purposes. Much of this data is shared with the greater community and also presented at board meetings. Collaborative groups analyze the data that is collected. Data is used in order to make changes and modifications to programs.

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 common department in the district's High School. Furthermore, we are looking to better align our planned and delivered 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.

Culture and Climate

We plan to continue our work with the Achievement Network, which provides us with a framework for learning about the rigor that is suggested by the Common Core State Standards in English Language Arts and Mathematics, including the development of assessment items that are aligned with these standards. Furthermore, ANET will continue to train our staff on best practices related to data analysis from student assessments, which are delivered quarterly, as well as how to integrate the conclusions drawn from said data, into instructional practice.

Also, we will continue to refine our implementation of the strategies embedded within Capturing Kids' Hearts, which we began in 2013-2014, 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. 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

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

Reading Collections for 2015-2016

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

Component 2: Schoolwide Reform Strategies

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

As was previously stated, the school is committed to our 3 big ideas of curriculum alignment, culture and climate, and a multi-tiered system of support. The strategies in the plan that focus on helping all students reach the State's standards include:

Curriculum Alignment

Step-up to Writing: All staff participated in grades 6-8 participated in training in Step Up to Writing in August. Step Up to Writing is a DistrictWide framework regarding writing. This was the first session in a series that will be provided at least three times this school year and will be followed up annually.The Instructional Coach will monitor this program by observing classrooms weekly to ensure expected strategies are implemented. The Instructional Coach may also model strategies for teachers. Teachers will be able to communicate with the trainer as well as have the support of administration and instructional coaches. Instructional Coaches will monitor and support staff to ensure effective delivery of this program in the classroom.

Saxon Math: Teachers will receive ongoing training in the Saxon Math Program that has been adopted K-12 to provide curriculum alignment throughout the district; administration and instructional coaches attended this training in order to provide continued support and monitoring of instruction. This program will allow instructional continuity and is aligned with Common Core Standards.

Curriculum Warehouse: The school adopted Atlas to house the curriculum in 2015-2016.. This web-based tool provides a District-wide "Viable Curriculum" K-12 and is aligned with the Common Core Standards. It houses lesson plans, assessments, resources and curriculum maps for teachers.Staff worked tduring teh 2015 summer to adevelop the curriculum. Daily walkthroughs and the use of Black Board Configuration (BBC) will allow the leadership team to monitor classroom instruction and identify, a glance the Common Core Standards being taught.

Culture and Climate

Capturing Kids' Hearts (CKH): All staff participated in a three day off site learning experience that allowed administrators and staff to build positive, productive, trusting relationships - among themselves. All staff is expected to transform this process into the school environment and classroom, preparing the opportunity for high performance . This job-embedded training is a powerful tool that will be the means by which we begin to change the culture and climate at Pontiac Academy for Excellence. This program will provide the tools needed to create a safe, conducive learning environment. Staff will use techniques they have learned to deal with behavioral issues, build productive relationships with students and colleagues and develop self managing classrooms. Leadership Team will monitor on a daily basis to ensure staff is using the techniques provided during the training. Effective use of CKH will result in a decrease in student disciplinary issues and suspensions.

Furthermore we have provided additional training on CKH to a team of staff members who have implemented this strategy with success and fidelity, called Process Champions. These staff members will be responsible for creating a plan for continued implementation at the school level, and have assumed the role of the leaders of the school with regards to the continued growth and development of this program.
Achievement Network (ANET): ANET is a professional learning activity for educators that focuses on the administration of common benchmark assessments in grades 6-8 in reading and math, the subsequent study of the student achievement data produced from these assessments, and the completion of an action plan process that involves teachers in addressing the areas of deficiency demonstrated by students on these assessments each marking period, contributing to our aspirations of becoming a truly data-driven culture of learners.

Multi-tiered System of Support

SIOP (Sheltered Instruction Observation Protocol): A job-embedded, four day training, providing strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. Staff received key information on how to provide sheltered instruction. They were given the eight components of the SIOP Model. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. All staff will complete their training in August of 2014, and will be fully SIOP-trained. Staff will receive support from the ESL Coordinator, ESL paraprofessionals and other trained staff. Renaissance Learning: This District-wide initiative supports our school's multi-tiered system of support, which is focused on an entrance/exit criteria for Reading and Math through students' performance on STAR assessments, Successful Reader, Accelerated Math, Accelerated

Reading, English in a Flash, and Math Facts in specially with our Tier III students. a Flash for our struggling students. Intervention

Coordinators and Paraprofessionals will work specially with our Tier III students.

Scantron Performance Series: A District-Wide assessment with continuity and alignment with Achievement Series. It is also /more user friendly and gives us immediate results as opposed to a 24 -48 hour turnaround. Staff received training in August 2013 and will receive additional throughout the school year. This assessment will allow teachers to identify relative strengths and weaknesses for individual students through Suggested Learning Objectives. Teachers can share results with students for reflection and goal setting, understand measures of growth and track student progress. The assessment will all for evaluating at-risk student populations and work through various activities to improve student understanding. Teachscape Reflect: The Teachscape Reflect observation training and assessment system helps teachers and observers develop a deep, shared understanding of how common language such as the Framework for Teaching is applied in observations and evaluations to set the stage for continuous improvement in teaching practices. This observation process will implemented throughout the duration of the plan and gives leadership the ability to provide quick feedback to staff at the end of the walkthrough or observations. The classroom walkthroughs and formal teacher observation protocols that exist within Teachscape Reflect are aligned to the framework for teaching, provided by Charlotte

Danielson in her book Enhancing Professional Practice: A Framework for Teaching, 2nd Edition.

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).

The following research-based strategies are being employed to increase the quality and quantity of instruction:

Curriculum Alignment

Atlas: Our staff will use the curriculum maps, unit plans and assessments across the content areas and grade levels using this curriculum warehouse software, beginning in August of 2015. We will dedicate staff meeting time to continue this work throughout the year, and plan to evaluate the established curriculum at the end of the school year, as well, which will lend to the continued strengthening and implementation of a viable and high rigor curriculum for all students.

Culture and Climate

Professional Learning Communities: Through the implementation of ANET, as well as the process of the instructional learning cycles, our staff will experience regular activities that require them to focus on student achievement data, leading to dialogues about the level of success they have obtained in mastering the established content focus, as well as identifying the students who did not, and creating short term action

plans to be implemented in the general education classroom to support

their learning through alternative instructional approaches, which will be demonstrated by students' improvement on formative and/or summative assessments that are given along the way.

Instructional Coaches: We will continue to integrate the services of our instructional coach into the everyday operations of the school. The coach will conduct regular classroom walkthroughs of teachers, and provide individual support to teachers through coaching, modeling, and providing feedback on the planning and implementation of instructional practices that they demonstrate, to keep the process of job embedded professional learning active each school day.

Capturing Kids' Hearts; Understanding that students who spend time out of the classroom are less likely to master the critical content that is needed to assure their ultimate success and development of college and career readiness, we will continue to emphasize and expect these strategies of our staff, focusing on the importance of building and sustaining positive working relationships with students and families throughout the year. Our Process fidelity, as it is understood that consistent implementation of these strategies will give our students the best possible chance for success.

Multi-Tiered System of Support
In 2014-2015 we focused on addressing the need to integrate a Tier III program for our struggling learners, as well as programs to support our students with disabilities and English Language Learners. in 2014-2015, we hope to focus more on Tier II interventions, which are provided at the general education classroom level by teachers. Addressing this matter will require us to train our staff on the capabilities of the products offered through Renaissance Learning, which will support each individual learner's instructional plan, giving them the best overall chance to demonstrate academic achievement growth.

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

Whereas we observed some gains on scantron in reading and very little in math, we know that we are far from meeting and exceeding the state averages in each content area tested. These research-based reform strategies align with the findings of the CNA, as we know that every subgroup requires academic support, as well as each grade level throughout the school, which is why more efforts will be made in the upcoming school year to make the aforementioned resources available to students both outside and inside the general education classroom. Furthermore, our commitment to becoming a culture that is based on building positive relationships and engaging in open and honest dialogues regarding student achievement and instructional practice speak to the need to improve and accelerate learning rates for all learners identified through the CNA.

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.

Our Tier III intervention program, as well as our support services for Students with Disabilities and English Language Learners are all supported by the resources that are found within Renaissance Learning, which include STAR Assessments, English in a Flash, Math Facts in a Flash, Accelerated Math Live, Successful Reader, and Accelerated Reading. Interventionists, Special Education Teachers, and the ESL Teacher all have access to these programs to integrate into their individualized instruction with these students, and will track the progress of their students, as well as their program, by monitoring student achievement growth rates along the way.

As was stated before, we aspire to address Tier II interventions in the general education classroom setting by making these resources available to teachers so they can allow students to access them through small group activities, or cycling students through a program one at a time on the classroom computer. This will allow all subgroups access to the products that we have brought on board to provide intervention support for all levels of learners.

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

The school determines if the needs of students are being met by monitoring the implementation with fidelity of these initiatives, as well as the student achievement outputs produced through their implementation, and student participation/attendance rates. If any of these factors is at a sub-standard level, a strong likelihood that the needs of students are not being met would be presented. At this point, the process for evaluation of programs will continue, and further recommendations to modify/strengthen/eliminate programs will be made, based on the study of this data.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All paraprofessionals are Highly Qualified. All paraprofessionals spent 100% working directly with identified students to ensure compliance with Title 1, Part A requirements	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All 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 members 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?

The turnover rate for the beginning of the 2014-2015 rate was about 3%. The majoity of teachers in the middle school did return fo rhte 2014-2015 school year.

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

In 2014-2015, the experience level of key teaching and leaernign personnel was as follows:
*4-8 years of experience: 7
*9-15 years of experience: 2
*15+ years of experience: 2

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:
-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.
-Tuition reimbursement program.

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 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 and reimbursement of 50% for college credit for coursework taken at SVSU.
-Eligible for a maximum of 5% match after one year of employment for 401K.

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?

In order to try and lower the teacher turnover rate, the school had committed to hiring staff demonstrate knowledge of best practice and experience with diverse student populations. The school will continue to train staff with ongoing professional learning experiences, ineffective instruction and classroom management strategies. The school offers a comprehensive mentoring program to support new teachers to the field of education as well as new teachers to the district in an effort to increase retention rate.

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, has been provided for the staff on curriculum alignment, implementing the CCSS, culture and climate, and the multi-tiered system of support. All of these professional development activities were driven by the comprehensive needs assessment and geared toward creating richer instruction and deeper understanding for students.

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 as they practice newly learned instructional skills and techniques among one another. We have also implemented a late start for the 2015-1026 school year to implement a more comprehensive and intentional professional learnign plan.

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.

The school utilizes a variety of means to ensure parent involvement in program design, including:

-Inviting parents to attend School Improvement Meetings, as well as meetings with the principal

-Asking parents to participate in a parent survey

-Orientation and Open House

-Power Parenting University

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

PAE ensures parent involvement in the implementation of our program through a variety of methods. Parents are given chaperone opportunities on curriculum-based field trips.

Parent Empowerment Day offers training and professional development in content areas to assist parents in supporting their child(ren)'s education at home. Parents are invited to assist in the classroom as the needs become available throughout the year.

Parents are encouraged to participate in Power Parenting University, which is an online course of modules developed to inform parents how to better support their child's learning at home.

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

Program evaluation is accomplished through the implementation, collection, and analysis of parent surveys. Parents are given multiple opportunities to provide their input in terms of evaluation of the schoolwide plan through surveys that are made available through Parent Advisory Committee meetings, as well as school surveys. The School Improvement Team collects and reviews these surveys to assist in evaluating the effectiveness of the activities and components in the schoolwide plan.

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	In order to to develop and maintain a partnership between parents and the school, Pontiac Academy for Excellence Middle School does the following: - Parents are invited to SIP meetings to develop or revise the school parent compact annually or when necessary. - During Middle School Orientation/ Open House the Student Handbook and Code of Conduct, including the SchoolParent Compact is initially discussed and provided to the parents, students and teachers.	MS

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 Middle 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 Middle School will host a series of informational sessions throughout the year to inform parents of the state's academic 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 Middle 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 middle school provides opportunity for parents to express issues and concerns regarding academic assistance for their child. During the month of August the Parent Liaison along with members of the Parent Involvement Committee (PIC) plan a Parent Retreat or Orientation for parents to discuss types of services or assistance the school should adopt for the school year. 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 Middle 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 Pontiac Academy for Excellence Middle 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 Middle School will host a series of informational sessions throughout the year to inform parents of the state's academic 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 Middle 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 middle school provides opportunity for parents to express issues and concerns regarding academic assistance for their child. During the month of August the Parent Liaison along with members of the Parent Involvement Committee (PIC) plan a Parent Retreat or Orientation for parents to discuss types of services or assistance the school should adopt for the school year. 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 Middle School will strive to create a collaborative environment in which parents build strong ties to the school and are seen as

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

The Parent Involvement Committee, which is comprised of parents, parent advisory committee officers, instructional staff members, and administrators, will meet throughout the year to evaluate the effectiveness of the parent components of the parental involvement plan and its impact on student academic achievement. The goal is to determine the impact of parent activities toward increasing overall parent engagement as it relates to student achievement. Parents are also invited to attend other decision-making committees at the school and district level which can impact the school wide policies and initiatives specific to parent involvement. Examples of these committees are School Improvement Team, Parent Advisory Committee, and District Improvement Team. Administrators and administrative support teams will also join parent meetings facilitated by parents. Evidence will include:

-Sign in sheets

-Agendas

- Minutes

-Surveys

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

Results of the evaluation will be analyzed and and discussed with necessary staff. Concerns will be prioritized and a plan for action to implement the necessary programs that will foster student achievement.

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

Results of the evaluation will be analyzed and and discussed with necessary staff. Concerns will be prioritized and a plan for action to implement the necessary programs that will foster student achievement.

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

N/A

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 Middle School Orientation/Open House. 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		Handbook

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

Scantron Performance Series and Renaissance Learning test results are given to parents during Parent/Teacher conferences or as needed. 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. Parents have the opportunity to schedule additional meetings if further discussion or explanations are needed.

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?

Pontiac Academy for Excellence Middle School does not conduct preschool transition, however we conduct 5th and 8th grade transition.

5th grade transition:

Part 1

The middle school counselor goes into each 5th grade classroom and gives the necessary information

students will need to have when they enter middle school. Topics covered are uniform policy, discipline

policy, electives, how changing classes work, extracurricular activities and a Q/A session.

Part 2

Each 5th grade student will spend one half day in the middle school and follow a 6th grade schedule.

Students will meet their future teachers and attend classes they will have when they enter middle school. In addition to learning about how to

transition between classes, students will have lunch in the middle school cafeteria and meet middle school administrators.

8th grade transition:

Part 1

Parents of 8th grade students are invited to meet with the middle school and high school counselors for an informative session about

attending high school. Parents receive information on Michigan Merit; this may happen in assembly style

Curriculum, graduation requirements, course requests, how credits work in addition to meeting high school administrators and teachers.

Part 2

Each 8th grade student will spend one half day in the high school and follow a 9th grade schedule. Students will meet their future teachers,

attend classes they will have in the fall and get the full high school

experience. In addition to classes they will have lunch in the high school cafeteria and meet high school administrators.

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

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 play an active role in the decision-making process of the school. An example of this involvement is their participation as members of the School Improvement Team. This team is directly involved in the process that is responsible for the development of a plan for the school's primary programs and services, including assessment.Opportunities for teachers to review the effectiveness of the school's assessment programs, as well as the effectiveness of the school's use of assessment information, occur within the context of the school's continuous review and updating of its School Improvement Plan. Teachers conduct assessments four times a year and regularly discuss student performance and adjust curriculum accordingly. Teachers regularly discuss all aspects of academic assessments and the use of assessment results at faculty meetings, grade level and vertical meetings, and with parents during conferences and general parent 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 MEAP test, the instructional staff works collaboratively to analyze student's achievement data. Each teacher forms an action plan based on the areas of need in all core subject areas.

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 porcess used is the following:

*in small content area groups analyze the data

*identify the lowest standards students struggled in proficiency

*determine if the standard was taught, if it was actually in the curriculum or if students didnt master the standard

*review data for at least 3 years if possible to determine trends

*develop a plan as to how the standards will be taught, prioritize stadards to be taught based on the data

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?

PAE offers multiple programs to assist all students, and students identified most at risk of not achieving in all core areas ELA, Math, Social Studies, and Science. These programs work in accordance with the Student Assistance Team(SAT) program. Students may be referred to the SAT program as an individual

modification. Programs that are utilized for interventions, prior to being referred to the SAT are:

-Behavior and Academic tracking

-After school tutoring in all core areas

-Summer School

-Academic groups

-Alternative Reading Services

-Speech and language screening

-Social worker/At-risk Coordinator interventions

-Instructional modifications

-Assessing and addressing student learning styles

-Special Education teacher support and involvement in observation of student to suggest possible

accommodations/modifications

-peer tutoring

-mentoring

-Renaisance Learning

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

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

follows:

English Language Arts:

-Integration of Technology (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: (Connected Math Project)

-Integration of Technology: (Interactive whiteboard lessons, Study Island)

-Math enrichment groups

-After school tutoring

-Use of collaborative groups

- Sheltered Instructional Observation Protocol strategies

Science:

-Integration of technology: (Interactive whiteboard lessons, Study Island)

-Use of collaborative groups

-Use of hands on activities

- Sheltered Instructional Observation Protocol strategies

Social Studies:

-Integration of technology: (Interactive whiteboard lessons, Study Island)

-Use of collaborative groups

-Sheltered Instructional Observation Protocol strategies

-MTSS/Individual Student Plans based on NWEA data

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/Redesign Plan 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); Frances Young International (FYI); Saginaw Valley State University; Baker College; Oakland University; Hispanic Outreach; various Title programs (Title I; Title
IIA; Title III) and Section 31A
Title programs:
Title I funds are used to support school wide initiatives through instructional coaches, paraprofessionals, home-school liaison, parent liaison, after school tutoring, and summer school. Materials such as laptops, computer-adaptive assessment and tutorial program professional development workshops, teacher collaboration time, and Study Island are also purchased using Title I funds.
Title IIA funds are used to support off site and on site professional development opportunities for administrators and teachers.
Title III funds are used to provide SIOP training, ESL Reading Smart program, and after school tutoring to support EL students. In addition, English Language workshops are conducted for parents of ELL students.
Section 31A funds are used to support our At-Risk coordinator, ESL Paraprofessional, and Interventionists.

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 professional development.
-Title III will be used to enhance the district ESL program and meet compliance requirement set forth by the Federal Government and Michigan Department of Education.
10 Components funding sources:
1) Comprehensive Needs Assessment - General Funds (Teacher salaries)
2) Schoolwide Reform Strategies - General Funds (Teacher salaries); Title I funds (Supplies-$11,785); Title IIA funds (Professional development). Title III (Supplies-$200)

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-$5,500), General Fund (teacher salaries, professional development), Title I (professional development- $7,000)

6) Strategies to Increase Parental Involvement - Title I (Parent Liaison-$18,000, Parent events - $3,400), General Fund (curriculum night, math night, promotion ceremony), Title III (ESL parent workshops and materials-$4,100)

7) Preschool Transition Strategies - N/A

8) Teacher Participation in Making Assessment Decisions - General Fund (teacher salaries), Title I (Study Island- $4,000, Renaissance Learning $50,000)

9) Timely and Additional Assistance to Students Having Difficulty Mastering the Standards - Title I (After school tutoring- $12,000; Summer School-$36,090; Home-school liaison-$45,000, paraprofessional $30,000),

Title IIA (professional development to support instructional staff), IDEA (Special education/Speech therapy teacher salaries), General Fund (Student Assistance Team -teacher salaries), Title III (After school tutoring-$1450; Summer School-$1900; SIOP training and materials), and 31A (Interventionists-$45,000; ESL paraprofessionals-$30,000; At-Risk Coordinator- $55,000)

10) Coordination and Integration of Federal, State, and Local Programs and Resources - Title I (Director of Categorical Programs-$19,000, Instructional Coach - $45,000); Title IIA (professional development); 31A (Interventionists, At-Risk Coordinator); IDEA (Special Education teachers, speech)

(professional development).

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 Middle 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, summer school, paraprofessionals, and interventionist are provided to support the instructional programs for Title I and Section 31A students throughout the school year. The instructional coach is funded through Title 1 and provides coaching and assistance to classroom teachers.The home school liaison assists with behavior interventions and is also funded through Title I. The ESL paraprofessional is funded by 31A.

The At-Risk Coordinator assists with students behavior and social issues and is funded through 31A. The Renaissance Learning assessment software package is funded through Title 1 and is the foundation of our MTSS program.

Evaluation:

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

All content areas meet monthly 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, Summer School, Enrichment classes and meetings with the At-Risk coordinator. 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. Renaissance Learning is used to determine if a student progresses and is able to move out of the program after being tested and worked with in a small group setting.

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 middle school staff. Any further changes are then reviewed at subsequent School Improvement meetings and then integrated into the current School Improvement Plan where necessary.