

Abbreviated Goals and Plans Template

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 63906

District Name: Pontiac Academy for Excellence

School Code: 09986

School Name: Pontiac Academy for Excellence Elementary

Section One – Plan

In preparation for completing this template, it is recommended that improvement teams complete the School Data Analysis. This diagnostic is available both in the ASSIST platform, and as a [template for you to download and use](#).

1. What multiple data sources were used to determine need?
 - a. NWEA
 - b. MSTEP
 - c. Perception Surveys
 - d. Discipline referrals and suspension data
 - e. Attendance data
 - f. pre/post tests

2. Based on the data, what area(s) needs improvement?
 - a. Math
 - b. Reading
 - c. Science
 - d. Social Studies
 - e. Writing
 - f. Climate and Culture

3. Write a measurable goal for each area of need.
 - a. Increase student proficiency by 5 percentage points in Math and ELA as measured by M-Step.
 - b. Increase student growth by 5 percentage points in Math and ELA as measured by M-Step.
 - c. Increase student proficiency by 5 percentage points in Science as measured by M-Step in 4th grade.
 - d. Increase student proficiency by 5 percentage points in Social Studies as measured by M-Step in 5th grade.
 - e. Demonstrate minimally 1.5 years' worth of typical growth at each grade level in Reading and Math as measured by NWEA.

- f. Suspension data trends will decrease monthly from September to May. Student behavior referrals will decrease monthly throughout the school year. Reduce the failures by 10%.
4. Describe the strategies and activities that will be used for each of the goals.
- a. Strategy #1: Effective Instructional Strategies in the Core Subjects

Strategy description: Staff will utilize a variety of effective instructional practices, such as small group instruction, Reader's Workshop, Writer's Workshop, differentiated instruction, reading/writing across the curriculum, essential math practices and technology to increase students reading comprehension skills, reading fluency skills, geometry skills, calculator skills, critical thinking skills, math fluency skills, problem solving skills, exposure to inquiry-based learning, real-world experience and vocabulary practice in the common core subjects of reading, math, science, social studies, and writing.

i. Activities

1. **Reader's Workshop Implementation**
 - a. Implement Reader's Workshop in grades k-5.
2. **Writer's Workshop Implementation**
 - a. Implement Writer's Workshop in grades k-5.
3. **Reading and Writing Across the Curriculum**
 - a. Staff will enhance student's reading and writing skills by incorporating content specific reading and writing skills into in Math, Science and Social Studies curriculum.
4. **Effective Math Practices**
 - a. Staff will implement the eight effective mathematics teaching practices into their daily mathematical teaching practices.
5. **Monitoring of Effective Math Practices**
 - a. Principals will monitor the use of the eight effective mathematics teaching practices through consistent walkthroughs and lesson plan reviews.
6. **Differentiated Instruction**
 - a. Staff will use effective differentiated instructional strategies on a daily basis.
7. **Monitoring use of Differentiated Instruction**
 - a. Principals will monitor the use of differentiated instruction through consistent classroom walkthroughs and lesson plan reviews.
8. **Brain-based Learning**
 - a. Staff will used brained-based learning activities with in the classroom.
9. **Monitoring use of Brain-based Learning**
 - a. Principals will monitor the use of brain-based learning through consistent classroom walkthroughs and lesson plan reviews.
10. **Technology**
 - a. Staff will use technology to support small-group instruction, project –based learning, differentiated instruction, and scaffolded learning to meet the needs of students and increase exposure to technology.

b. Strategy #2: Extended Learning Opportunities

Strategy description: Staff will provide extended learning opportunities to students to supplement the general education classes and focus on student's specific areas of need.

i. Activities

1. **Summer School**

a. Provide extended learning opportunities for identified students through use of a summer school program.

2. **After-school Tutoring**

a. Provide extended learning opportunities for identified students through use of an after school tutoring program.

c. Strategy #3: English Language Learners

Strategy description: ESL students will be provided extended learning opportunities to supplement the general education and the alternative language programs. Teachers will use effective instructional strategies to engage English Learners in daily instruction.

i. Activities:

1. **ESL Afterschool Tutoring**

a. Provide extended learning opportunities for identified English Learners through use of an after school tutoring program.

2. **ESL Summer School**

a. Provide extended learning opportunities for identified English Learners through use of a summer school program.

3. **ESL Targeted Instruction**

a. Identified ELs will be provided with targeted and focused instruction through small group instruction. EL achievement data and EL strategies will be reviewed and discussed at monthly grade-level/department data meetings lead by principal and District Curriculum Director.

4. **Monitoring of ESL Targeted Instruction**

a. Principals will add effective instructional strategies for English Learners “look fors” to classroom walkthroughs.
b. ESL Program Coordinator will conduct walk-throughs focused on effective instructional strategies for English Learners.

d. Strategy #4: Multi-tiered System of Support

Strategy description: The district will provide a Multi-Tiered System of Support (MTSS) program that provides increasing levels of support and intensity at each level to provide small group and individualized targeted and focused instruction centered around identified deficiencies based on the student achievement data.

i. Activities:

1. MTSS Program

- a. Develop a robust MTSS program with increasing levels of support and intensity at each level to provide small group and individualized targeted and focused instruction to meet the needs of all learners.

2. Tier 1 Instruction

- a. Teachers will use effective differentiated instructional strategies including real-world learning experiences, and virtual learning to meet the needs of individual students through small group instruction.

3. Tier 2/Tier 3 ELA Instruction

- a. Based on results from NWEA testing and classroom work, students will be placed in Tier 2 and Tier 3 for ELA intervention. Through the use of a small-group pull-out intervention program, Interventionist and Title 1 teachers will work with identified Tier 2 and Tier 3 students to provide intense reading interventions through the use of Level Literacy Intervention (LLI), effective best practices in reading and Study Island. Student's progress will be monitored and re-evaluated at least every 18-weeks.

4. Tier 2/Tier 3 Math Instruction

- a. Based on results from NWEA testing and classroom work, students will be placed in Tier 2 and Tier 3 for Math intervention. Through the use of a small-group pull-out/push-in intervention program Interventionist and Title 1 teachers will work with identified Tier 2 and Tier 3 students to provide intense math interventions through the use of best practices in math, manipulatives and Study Island. Student's progress will be monitored and re-evaluated at least every 18-weeks.

5. Intervention Program Monitoring

- a. The MTSS intervention program will be coordinated and monitored by a District Intervention Coordinator.

6. MTSS Data Meetings

- a. District Intervention Coordinator and principals will lead data meeting with teachers and intervention staff at least three times a year to review student achievement data and discuss program implementation.
- b. The principal and District Curriculum Director will meet monthly with grade-levels/departments to lead staff through data driven meetings to review and analyze student data, such as MSTEP, SAT, PSAT, Study Island, DRA, NWEA, unit pre/posttest and teacher created assessment to identify

student needs, inform instruction, improve instruction in the classroom and create small groups for and provide targeted and focused instruction.

- c. District Intervention Coordinator will meet with intervention staff monthly to review student achievement data and discuss program implementation.

7. **Math Intervention Program**

- a. Research and identify a math intervention program.

8. **Progress Monitoring Tool**

- a. Identify and use a progress monitoring tool for Tier 2 and Tier 3 students in the intervention program.

e. Strategy #5: Professional Learning Communities

Strategy description: Staff will participate in a variety of professional learning community activities to collaborative, review, observe, and discuss best instructional practices as it relates to improving student academic achievement.

i. Activities:

1. **Data team meetings**

- a. The principal and District Curriculum Director will meet monthly with grade-levels/departments to lead staff through data driven meetings to review and analyze student data, such as MSTEP, SAT, PSAT, Study Island, DRA, NWEA, unit pre/posttest and teacher created assessments to identify student needs, inform instruction, improve instruction in the classroom and create small groups for and provide targeted and focused instruction.

2. **Curriculum Alignment**

- a. Through data meetings and grade-level/department meetings staff will continually review curriculum pacing guides and units of study to ensure alignment of curriculum and resources, reflect on effective best practices and student assessments. Staff will be involved in ongoing curriculum training sessions designed to align pacing guides, resources and assessments.

3. **Vertical Meetings**

- a. Grade-level/department teams will meet quarterly to have vertical meetings with the grade-level/department teachers above and below to discuss assessment data, curriculum, and best instructional practices.

4. **Book Studies**

- a. Staff will participate in a variety of books studies across the district aimed to empower staff with strategies and tools to increase student achievement, management classroom discipline and build student relationships. Books may include: When Teaching Gets Tough, Meeting Students Where They Live: Motivation in Urban Schools. Teach Like a Champion, Crucial Conversations, Final is Not an Option, What Great Teachers Do Differently, School Where Everyone Belongs, How Children Succeed, Teaching with Poverty in Mind, Motivating Black Males to Achieve, The Anatomy of Peace, A Framework for Understand Poverty, Classroom Instruction That Works, Classroom Management that Works, Closing the Achievement Gap, The Art and Science of Teaching, Building Academic Vocabulary, Building Background Knowledge for Academic Achievement, The Differentiated Classroom: Responding to the Needs of all Learners, How to Differentiate Instruction in Mixed-ability Classrooms, Differentiation in Practice: A

5. **Peer Observations**

- a. Teachers will participate in at least one peer observations to observe each other's practice and learn from one another. Observations will be focused on teacher's individual needs and school-wide initiatives.

6. **Record Lessons**

- a. At least once a year, one lesson will be recorded for review by teacher as a self-reflection tool to identify strengths and areas for improvement. Staff will review video and reflect on lesson with principal.

7. **Development of teacher leaders**

- a. Establish lead teachers at each grade-level to conduct grade-level meetings, act as a liaison between team and principal, and provide leadership and support to grade-level team.
- b. Establish School Improvement Chairs to work in conjunction with principals to lead and guide the school improvement teams through the school year to implement the school improvement goals, strategies and activities.
- c. Develop teacher/staff leaders to be "experts" in a variety of identified areas such as Reader's Workshop, DRA, LLI, SIOP etc. to develop and lead professional learning experiences.

f. Strategy #6: Climate and Culture

Strategy description: In order to increase the level of acceptance and adherence to district-wide rules and expectations, staff will incorporate positive behavior strategies into the daily operation of the school throughout the district. Staff will study how to build and maintain positive relationships with their students through gaining an understanding of the backgrounds and needs of our student population.

i. Activities:

1. **Tier Behavioral Intervention Program**

- a. Use of a tiered behavioral intervention program to address classroom management, student discipline and a positive behavior program.

2. **Tier 1 Behavioral Intervention Program**

- a. Tier 1 of the behavioral intervention program will include methods such as Restorative Practices, building relationships with students, brain-based learning, developing/maintaining consistent routines and classroom expectations, use of ClassDojo and use of a school-wide positive behavior intervention system to recognize positive behavior and correct unwanted behaviors

3. **Tier 2 Behavioral Intervention Program**

- a. Tier 2 of the behavioral intervention program will include methods such as Restorative Practices, use of Home-School Liaisons and use of Social Workers.

4. **Tier 3 Behavioral Intervention Program**
 - a. Tier 3 of the behavioral intervention program will include methods such as use of Social Workers, development of student behavior plans and In-School Suspension.
5. **Climate and Culture Focused Meetings**
 - a. Home-School Liaisons and Principals will lead monthly climate and culture meetings to identify needs in the areas of classroom management, student discipline and a positive behavior program.
6. **Positive Behavior Intervention Support (PBIS) Program**
 - a. A PBIS program aligned to the District Student Code of Conduct will be developed and implemented.

g. Strategy #7: Parent Involvement

Strategy description: Pontiac Academy for Excellence School District will host a variety parent involvement activities designed to meet the needs of the parent population and empower parents with skills and knowledge to increase the academic performance of the students.

i. Activities:

1. **District Parent Liaison**
 - a. A District Parent Liaison will assist all schools in the district in promoting and developing an effective parent and family engagement program.
2. **Academic Parent Workshops**
 - a. The district/schools will conduct free parent workshops throughout the year focused on curriculum, assessment and instruction.
3. **Parent/Family Development Parent Workshops**
 - a. The district/schools will conduct free parent workshops throughout the year focused on family and parent development.
4. **Parent Empowerment Day**
 - a. Parents will have the opportunity to participate in Parent Empowerment Day, which provides parents with opportunities to learn ways to assist their family academically, socially, emotionally and financially by connecting families to community resources.
5. **Principal-Parent Coffees**
 - a. Principals will conduct monthly parent coffees focused on identifying the needs of families within the school, encouraging parent/family engagement, discuss volunteer opportunities, discuss event/programs, and other school initiatives to foster building relationships with families.
6. **Parent Communication**
 - a. Increase parent communication through the use of weekly principal parent newsletters and teacher newsletters.
7. **Parent University**
 - a. Parents will have the opportunity to participate in the Power Parent University online courses called, the Power of 7. The Power of 7 is online

courses designed to help parents shift their attention to the educational needs of their children.

5. What future multiple data points will be used to determine if the goals are met?
 - a. NWEA
 - b. MSTE
 - c. Perception Surveys
 - d. Discipline referrals and suspension data
 - e. attendance data
 - f. pre/post tests
 - g. Periodic teacher created assessments
 - h. Study Island

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
 - a. Strategy: Effective Instructional Strategies in Core Subjects
 - i. New k-5 staff will receive training in the Reader's Workshop model.
 - ii. New k-5 staff will receive DRA2 Training.
 - iii. Literacy Coach to provide ongoing coaching/modeling in the Reader's Workshop instructional structures throughout the school year for K-5 staff.
 - iv. Elementary staff will receive training in the Writer's Workshop model.
 - v. Literacy Coach to provide ongoing coaching/modeling in the Writer's Workshop instructional structures throughout the school year for K-5 staff.
 - vi. Staff will receive training in incorporating reading and writing across the curriculum which will include identifying standards and determine best strategies for teaching reading/writing.
 - vii. Staff will receive training throughout the school year on the eight mathematical teaching practices using the book *Principals in Action: Ensuring Mathematical Success for All*.
 - viii. Staff will received training in Saxon Math focused on best practices, differentiated instruction and small-group instruction.
 - ix. Staff will received training in Differentiated Instruction including identifying differentiated instruction, developing instruction strategies and assessments, and managing a differentiated classroom.
 - x. Staff will receive training in understanding the principles of brain-based learning and how to use the strategies in a purposeful way.

 - b. Strategy: English Language Learners
 - i. Each month, staff will be involved in professional learning opportunities focused on effective strategies for working with EL students in the classroom. Topics include: Use of WIDA scores and understanding levels, SIOP strategies, Academic Language Using the SIOP model, vocabulary, working with EL parents.

- c. Strategy: Multi-tiered System of Support
 - i. Continued training in Level Literacy Intervention for interventionists and Title 1 teachers.
 - ii. Intervention staff will receive training in identified Math Intervention Program.
 - iii. Intervention staff will receive training in identified progress monitoring tool.
 - iv. Staff will receive training in Study Island.
 - v. Staff will receive training in Exact Path.
 - vi. Math Intervention staff will receive training in using math manipulatives for small group instruction.

- d. Strategy: Professional Learning Communities
 - i. Staff will receive training on using NWEA and MSTEP data to drive instruction, including generating, reading and understanding the data reports.
 - ii. Staff will be involved in ongoing curriculum training sessions designed to align pacing guides, resources and assessments.
 - iii. Staff will receive training on Rubicon Atlas curriculum mapping software.

- e. Strategy: Climate and Culture
 - i. Staff will receive training on cultural sensitivity.
 - ii. Staff will receive training on social emotional learning.
 - iii. Staff will receive training on effective classroom management through a study of The First Days of School by Harry K. Wong.
 - iv. Staff will receive training on Restorative Practices best practices.
 - v. Staff will receive training on best practices for developing positive and effective strategies for building relationships with students.

- f. Strategy: Parent Involvement
 - i. Staff will receive training on parent and family engagement topics such as effective and proactive communication, setting high expectations, and building positive relationships.

7. Describe how the plan and process will be monitored and evaluated.

- a. The plan will be monitored and evaluated through:
 - i. perception surveys
 - ii. data from classroom walkthroughs and lesson plan reviews
 - iii. data meetings with grade-level teams and departments
 - iv. Failure, suspension, and referral rates
 - v. Quarterly School Improvement Plan reviews and action plans
 - vi. Monthly climate and culture meetings

8. Provide the budget showing alignment to the plan.

- a. School Improvement strategies and activities will be funded through coordination between:
 - ii. General Funds
 - iii. Title 1 Part A
 - iv. Title 2 Part A
 - v. Title 3
 - vi. Title 4A
 - vii. Section 31A
 - viii. Section 41

Section Two – Assurances

1. The school has evidence of a mission statement.

Yes

2. The school has evidence of completing a comprehensive needs assessment.

Yes

3. The school has evidence of inviting and allowing school board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan.

Yes

4. The school has evidence of a process to evaluate our school improvement plan.

Yes

5. The school has evidence that technology is being integrated into the curriculum to improve learning.

Yes

6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.

Yes

7. The school has evidence of developing and utilizing community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community.

Yes

8. The school has evidence of building-level decision making.

Yes