



District Improvement Plan

Pontiac Academy for Excellence

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Introduction

The District Improvement Plan (DIP) has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Pontiac Academy for Excellence District Improvement Team (DIT) meets regularly in order to develop, revise, update and monitor the District Improvement Plan and complete the District Process Rubrics. The DIT members include the principal from each school, District ESL Coordinator, District Special Education Coordinator, District School Improvement Director, District Parent Liaison and Superintendent. Each principal also chooses at least one staff member and student to serve on the DIT. In addition, the District Parent Liaison invites several parents throughout the district to participate on the DIT. Stakeholders were informed of their roles and about upcoming meetings through emails, electronic meeting invitations and phone calls. Throughout the year, meetings were planned both during the morning and afternoon hours to accommodate schedules. District Improvement information is provided to the PAE School Board members and Saginaw Valley State University (authorizer).

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The District Improvement Team includes administrators, instructional staff, students and parents. Their responsibilities included reviewing student achievement data to develop gap statements, reviewing current district and school-level practices, brainstorming ideas to increase student achievement in core academic areas, reviewing research to determine plans of action for improvement, and reviewing the District Process Rubrics

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final District Improvement Plan (DIP) will be communicated to stakeholders in the following ways:

- *emailed to all DIT team members
- *posted on district web-site
- *presented to school board
- *shared/discussed with principals
- *highlights reviewed during annual Title 1 parent meeting

Throughout the year, information on the progress of the DIP will be shared through the DIT meetings and through electronic (email) updates.

Pontiac Academy for Excellence District Improvement Plan 2019-2020

Overview

Plan Name

Pontiac Academy for Excellence District Improvement Plan 2019-2020

Plan Description

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|---|--|----------------|---------------|
| 1 | Our goal is to increase academic achievement in Math, Reading, Writing, Science and Social Studies. | Objectives: 2 Strategies: 7 Activities: 31 | Academic | \$1232959 |
| 2 | Our goal is to create a positive and safe culture focused on student achievement and success. | Objectives: 1 Strategies: 2 Activities: 14 | Organizational | \$644000 |

Goal 1: Our goal is to increase academic achievement in Math, Reading, Writing, Science and Social Studies.

Measurable Objective 1:

100% of English Learners students will demonstrate a behavior of at least 1.5 years worth of growth in Math and in English Language Arts by 06/19/2020 as measured by NWEA.

Strategy 1:

ESL Extended Learning Time - ESL students will be provided extended learning opportunities to supplement the general education and the alternative language programs.

Category: Learning Support Systems

Research Cited: Research Cited: Lazarin, Melissa. (2008). A Race Against the Clock. Washington, D.C. Center for American Progress.

Short, D. & Fitzsimmons, S. (2007). Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Washington: Alliance for Excellent Education.

Tier: Tier 2

| Activity - ESL After-school Tutoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| The District will provide extended learning opportunities for identified English Learners through use of an after school tutoring program. (Resources: salaries and materials) Schools: All Schools | Academic Support Program | Tier 3 | Implement | 10/01/2019 | 05/22/2020 | \$6000 | Title III | ESL Coordinator, Principals, Director of Categorical Programs |

| Activity - ESL Summer School | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| The district will provided extended learning opportunities for identified English Learners through use of a summer school program. (Resources: salaries and materials) Schools: All Schools | Academic Support Program | Tier 3 | Implement | 07/06/2020 | 08/14/2020 | \$20000 | Title III | ESL Coordinator, Principals, Director of Categorical Programs |
|--|--------------------------|--------|-----------|------------|------------|---------|-----------|---|

Strategy 2:

Effective Instructional Strategies for ESL Students - Teachers will use effective instructional strategies to engage English Learners in daily instruction. (resources: professional learning, such as SIOP, supplemental materials, Reading A-Z, Newsela)

Category: Learning Support Systems

Research Cited: Echevarria, J., Short, D., & Powers, K. (2006). School reform and standards-based education: An instructional model for English language learners. Journal of Educational Research, 99(4), 194-211.

Echevarria, J. Short, D., & Vogt, M.E. (2008). Implementing the SIOP Model through effective professional development and coaching. Boston, MA: Pearson/Allyn & Bacon.

Echevarria, J., Vogt, M.E., & Short, D. (2004). Making content comprehensible for English learners: The SIOP Model. 2nd Ed. Boston: Pearson/Allyn & Bacon

Tier: Tier 2

| Activity - ESL Targeted Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|-----------------------|--------|---------------|------------|------------|-------------------|--|---|
| 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 and at staff meetings/professional learning days throughout the school year. (Resources: Reading A-Z, SIPPS (Systematic Instruction In Phonological Awareness, Phonics, and Sight Words), Newsela, 99 Ideas and Activities for Teaching English Learners with the SIOP Model and Developing Academic Language with the SIOP Model books for book studies, stipends for staff to lead training and leveled readers) Schools: All Schools | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 05/01/2020 | \$13000 | Other, Title III, Title II Part A, Title IV Part A | ESL Coordinator, Principals, Director of Categorical Programs and Professional Development, Director of Curriculum, Instruction, and Assessment |

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| Activity - Monitoring of ESL Targeted Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------|--------|---------------|------------|------------|-------------------|----------------------------|--|
| 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. (Resources: substitute teachers) Schools: All Schools | Walkthrough | Tier 2 | Getting Ready | 10/01/2019 | 03/27/2020 | \$2000 | Title III, Title II Part A | Principals, ESL Coordinator, Director of Curriculum, Instruction, and Assessment |

Measurable Objective 2:

100% of All grade students will demonstrate a behavior of at least 1.5 year’s worth of growth in Mathematics and in English Language Arts by 06/19/2020 as measured by NWEA.

Strategy 1:

Professional Learning Communities - 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.

Category: Other - Professional Learning

Research Cited: Tobia, E. F., & Hord, S. M. (2012). I Am a Professional: Learning Communities Elevate Teachers' Knowledge, Skills, and Identity. Journal of Staff Development. 33(3), 16-18, 20, 26.

Hughes-Hassell, S., Brasfield, A., & Dupree, D. (2012). Making the Most of Professional Learning Communities. Knowledge Quest. 41(2), 30-37

Tier: Tier 1

| Activity - Data team meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| <p>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/post-tests 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. (Resources: Northwest Evaluation Association, DRA training and materials, Exact Path - or other progress monitoring tool, data analysis training)</p> <p>Schools: All Schools</p> | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/19/2020 | \$0 | No Funding Required | Director of Curriculum, Instruction, and Assessment, Principals |
|--|-----------------------|--------|-----------|------------|------------|-----|---------------------|---|

| Activity - Vertical Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|---|
| <p>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.</p> <p>Schools: All Schools</p> | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$0 | No Funding Required | Director of Curriculum, Instruction, and Assessment, Principals |

| Activity - Book Studies | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| <p>Staff will participate in a variety of books studies across the district aimed to empower staff with strategies and tools to increase student achievement, managing classroom discipline and building student relationships. Books may include: When Teaching Gets Tough by Paul Tough, Meeting Students Where They Live: Motivation in Urban Schools by Richard Curwin, Teach Like a Champion by Doug Lemov, 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 Resource Guide for Differentiated Curriculum, Professional Learning Communities at Work : Best Practices for Enhancing Student Achievement (Resources: Books)</p> <p>Schools: All Schools</p> | <p>Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/26/2019</p> | <p>05/29/2020</p> | <p>\$1500</p> | <p>Title I Part A</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
|---|---|---------------|------------------|-------------------|-------------------|---------------|-----------------------|---|

| Activity - Curriculum Alignment | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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 guide, resources and assessments. (Resources: Atlas Rubicon training, stipends for curriculum training for staff) | Teacher Collaboration, Curriculum Development, Professional Learning | Tier 1 | Implement | 08/21/2019 | 06/19/2020 | \$10000 | Title I Part A | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Schools: All Schools | | | | | | | | |

| Activity - Recorded Lessons | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|---------------------|---|
| 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 reflection with a principal. | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 10/01/2019 | 03/27/2020 | \$0 | No Funding Required | Director of Curriculum, Instruction, and Assessment, Principals |
| Schools: All Schools | | | | | | | | |

| Activity - Development of teacher leaders | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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|---|---|---------------|----------------------|-------------------|-------------------|---------------|-------------------------------------|---|
| <p>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 at the Elementary School. (Resources: Stipends for position)</p> <p>b. Establish department heads at each department to conduct department-level meetings, act as a liaison between team and principal, and provide leadership and support to department team in the Middle and High School. (Resources: Stipends for position)</p> <p>c. 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. (Resources: Stipends for position)</p> <p>d. 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. (Resources: Stipends for facilitating training)</p> <p>Schools: All Schools</p> | <p>Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/20/2018</p> | <p>06/14/2019</p> | <p>\$8000</p> | <p>General Fund, Title I Part A</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
|---|---|---------------|----------------------|-------------------|-------------------|---------------|-------------------------------------|---|

| Activity - Peer Observations | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|---------------|----------------------|-------------------|-------------------|-------------------|-------------------------------------|-------------------|
| <p>Teachers will participate in one-two peer observation to observe each other’s practice and learn from on another. Observations will be focused on teacher’s individual needs and school-wide initiatives.</p> <p>Schools: All Schools</p> | <p>Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>10/01/2019</p> | <p>03/27/2020</p> | <p>\$4000</p> | <p>General Fund, Title I Part A</p> | <p>Principals</p> |

Strategy 2:

Use of Effective Instructional Strategies in Core Content Subjects - 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, reading fluency skills, geometry, calculator skills, critical thinking skills, math fluency skills, problem solving, inquiry-based learning, real-world experience and vocabulary practice in the common core subjects of reading, math, science, social studies, and writing.

Category: Other - Core Content Subjects

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Research Cited: Centers

Andreasen, J. B., & Hunt, J. H. (2012). Using Math Stations for Commonsense Inclusiveness. Teaching Children Mathematics. 19(4), 238-246.

Begeny, J. C., Yeager, A., & Martinez, R. S. (2012). Effects of Small-Group and One-on-One Reading Fluency Interventions with Second Grade, Low-Performing Spanish Readers. Journal of Behavioral Education. 21(1), 58-79.

Hands on learning

Santiago, T. (1999). Going Beyond the Expected: Hands-On Activities Lead Special Education Class to New Heights of Learning. Active Learner: A Foxfire Journal for Teachers. 4(3), 26-29.

Harvey, B. Z., Sirna, R. T., & Houlihan, M. B. (1998). Learning by Design: Hands-On Learning. American School Board Journal. 186(2), 22-25.

Tier: Tier 1

Tier: Tier 1

| Activity - Elementary Reader's Workshop Implementation and Monitoring (k-5) | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|---|--|
| Staff in grades k-5 will use the Reader's Workshop Model for reading instruction on a daily basis. Staff will use the DRA test for identifying student's needs. (Resources: Reader's Workshop materials and trade books, DRA kits, testing materials, paper) New staff will receive training in Reader's Workshop in August 2019. Staff will be provided with ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal and District Curriculum Director will monitor the use and implementation of Writer's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings. Schools: Pontiac Academy for Excellence - Elementary | Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$45000 | General Fund, Title I Part A, Title II Part A | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |

| Activity - Integrating Technology | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-----------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| <p>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. Some technology tools include: Study Island, Khan Academy, Reading A-Z, ClassDojo, Google Classroom, etc. Staff will integrate the use of technology (such as interactive whiteboards, laptops, Chromebook, etc.) into their core content subjects instruction. Training will be provided to staff to ensure successful implementation (Resources: interactive whiteboards, training). Principals and District Curriculum Coordinator will monitor the use of technology through consistent classroom walkthroughs and lesson plan reviews.</p> <p>Schools: All Schools</p> | Technology, Walkthrough | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$102000 | Title II Part A, General Fund, Title I Part A | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
|---|-------------------------|--------|-----------|------------|------------|----------|---|--|

| Activity - Middle School Reader's Workshop Implementation and Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|---|--|
| <p>ELA teachers in Middle School will use the Reader's Workshop Model for reading instruction on a daily basis. (Resources: Reader's Workshop materials and trade books). Staff will receive training in Reader's Workshop and ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal will monitor the use and implementation of Reader's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings.</p> <p>Schools: Pontiac Academy for Excellence - Middle School</p> | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$47000 | Title II Part A, Title I Part A, General Fund | Principals, Director of Curriculum, Instruction, and Assessment, Director of Categorical Programs, School Improvement and Professional Development |

| Activity - Reading and Writing Across the Curriculum | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Staff will use Reading/Writing across the curriculum strategies in Math, Science and Social Studies. Principal and District Curriculum Director will monitor the use and implementation of Reading/Writing across the curriculum through ongoing walk-throughs, lesson plan reviews and grade-level meetings. (Resources: professional development) | Teacher Collaboration, Direct Instruction, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$10000 | General Fund, Title II Part A | Principals, Director of Curriculum, Instruction, and Assessment |
| Schools: All Schools | | | | | | | | |

| Activity - Use Effective Math Practices and Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|---------------|------------|------------|-------------------|-------------------------------|---|
| Staff will implement the eight effective mathematics teaching practices into their daily mathematical teaching practices. Principals and District Curriculum Director will monitor the use of the eight effective mathematics teaching practices through consistent walkthroughs and lesson plan reviews. (Resource: training) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/19/2019 | 06/19/2020 | \$10000 | Title II Part A, General Fund | Principals, Director of Curriculum, Instruction, and Assessment |
| Schools: All Schools | | | | | | | | |

| Activity - Use of Differentiated Instruction and Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|---------------|------------|------------|-------------------|-------------------------------|---|
| Staff will use effective differentiated instructional strategies on a daily basis. Principals will monitor the use of differentiated instruction through consistent classroom walkthroughs and lesson plan reviews. (Resources: training, materials) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$10000 | General Fund, Title II Part A | Principals, Director of Curriculum, Instruction, and Assessment |
| Schools: All Schools | | | | | | | | |

Strategy 3:

Use of Extended Learning Opportunities - Staff will provide extended learning opportunities to students to supplement the general education classes and focus on student's specific areas of need.

Category: Learning Support Systems

SY 2018-2019

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Research Cited: AFTERSCHOOL TUTORING -

Nelson-Royes, A. M., & Reglin, G. L. (2011). After-School Tutoring for Reading Achievement and Urban Middle School Students. Reading Improvement. 48(3), 105-117.

Fowler, P. R., & Boylan, H. R. (2010). Increasing Student Success and Retention: A Multidimensional Approach. Journal of Developmental Education. 34(2), 2-4, 6, 8-10.

Jitendra, A. K., Rodriguez, M., Kanive, R., Huang, J.-P., Church, C., Corroy, K. A., & Zaslofsky, A. (2013). Impact of Small-Group Tutoring Interventions on the Mathematical Problem Solving and Achievement of Third-Grade Students with Mathematics Difficulties. Learning Disability Quarterly. 36(1), 21-35.

Zimmer, R., Hamilton, L., & Christina, R. (2010). After-School Tutoring in the Context of No Child Left Behind: Effectiveness of Two Programs in the Pittsburgh Public Schools. Economics of Education Review. 29(1), 18-28.

Tier: Tier 2

| Activity - Summer School Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>The District will provide extended learning opportunities for identified students through use of a summer school program. The District will provide options for struggling High School students to participate in credit recovery courses during summer school. (Resources: salaries/materials/Edgenuity subscription)</p> <p>Schools: All Schools</p> | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 07/08/2019 | 08/01/2019 | \$85000 | Title I Part A | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |

| Activity - After-school Tutoring Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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|---|---|---------------|------------------|-------------------|-------------------|----------------|-----------------------|---|
| <p>The District will provide extended learning opportunities for identified students through use of an after school tutoring program. (Resources: salaries and materials)</p> <p>Schools: All Schools</p> | <p>Supplemental Materials, Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>10/07/2019</p> | <p>05/29/2020</p> | <p>\$20000</p> | <p>Title I Part A</p> | <p>Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment</p> |
|---|---|---------------|------------------|-------------------|-------------------|----------------|-----------------------|---|

| Activity - High School After-school Credit Recovery Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|---------------|------------------|-------------------|-------------------|-------------------|-----------------------|--|
| <p>The District will provide options for struggling High School students to participate in after-school, summer school and weekend credit recovery courses. (Resources: salaries/materials/Edgenuity subscription)</p> <p>Schools: Pontiac Academy for Excellence - High School</p> | <p>Supplemental Materials, Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>10/01/2019</p> | <p>06/12/2020</p> | <p>\$25000</p> | <p>Title I Part A</p> | <p>Principal, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment</p> |

Strategy 4:

Multi-tier System of Support (MTSoS) Program - 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

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achievement data.

Category: Learning Support Systems

Research Cited: Rtl

Weaver, W. S. The impact of response to intervention on student reading achievement in urban elementary schools. , 240. Retrieved from <http://search.proquest.com/docview/968116673?accountid=14584>. (968116673; ED529219).

Kurns, S., & Tilly, D. W. (2008). Response to intervention blueprints: School building level edition. ().National Association of State Directors of Special Education. 1800 Diagonal Road Suite 320, Alexandria, VA 22314. Retrieved from <http://search.proquest.com/docview/968117400?accountid=14584>

Reschly, D. J., & Wood-Garnett, S. (2009). Teacher preparation for response to intervention in middle and high schools. TQ research & policy brief. ().National Comprehensive Center for Teacher Quality. 1000 Thomas Jefferson Street NW, Washington, DC 20007. Retrieved from <http://search.proquest.com/docview/881464515?accountid=14584>

Tier: Tier 2

| Activity - MTSS Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|--------|-----------|------------|------------|-------------------|---------------------|--|
| 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. Schools: All Schools | Professional Learning, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$0 | No Funding Required | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

| Activity - Tier 1 Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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. (Resources: Study Island, mobile lab, training on differentiated instruction, scaffolding, cooperative learning, small group instruction) | Teacher Collaboration, Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/20/2018 | 06/14/2019 | \$20000 | Title I Part A, Title II Part A | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Schools: All Schools | | | | | | | | |

| Activity - Tier 2/Tier 3 ELA Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|--|--|
| <p>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 (k-8) and push-in (high school) intervention program, Interventionist and Title 1 teachers (k-8 only) will work with identified Tier 2 and Tier 3 students to provide intense reading interventions through the use of Level Literacy Intervention (LLI) (k-8), effective best practices in reading and Study Island.</p> <p>K- 8 student's progress will be monitored and re-evaluated a based on their LLI reading levels. Students in high school will be monitored and re-evaluated at least every 18-weeks.</p> <p>(Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, LLI, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training)</p> <p>Schools: All Schools</p> | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$312000 | Section 31a, Title II Part A, Title I Part A | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

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| Activity - Tier 2/Tier 3 Math Instruction | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|--|--|
| <p>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 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. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training)</p> <p>Schools: All Schools</p> | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$312000 | Section 31a, Title I Part A, Title II Part A | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

| Activity - Intervention Program Monitoring | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>The MTSS intervention program will be coordinated and monitored by a District Intervention Coordinator. (Resources: District Intervention Coordinator)</p> <p>Schools: All Schools</p> | Policy and Process, Teacher Collaboration, Walkthrough, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/19/2020 | \$65000 | Title I Part A | Superintendent, HR Manager, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |

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| Activity - MTSS Data Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|--|
| <p>a. District Intervention Coordinator, Curriculum Director 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.</p> <p>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/posttests and teacher created assessments to identify student's needs, inform instruction, improve instruction in the classroom and create small groups for and provide targeted and focused instruction.</p> <p>c. District Intervention Coordinator will meet with intervention staff monthly to review student achievement data and discuss program implementation</p> <p>Schools: All Schools</p> | Policy and Process, Teacher Collaboration, Curriculum Development, Materials, Walkthrough, Professional Learning, Academic Support Program | Tier 3 | Implement | 09/03/2019 | 06/19/2020 | \$0 | No Funding Required | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

| Activity - Math Intervention Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Research and identify a math intervention program. (Resources: program, materials and training) Schools: Pontiac Academy for Excellence - Elementary, Pontiac Academy for Excellence - Middle School | Policy and Process, Materials, Supplemental Materials, Academic Support Program | Tier 3 | Getting Ready | 10/01/2019 | 01/01/2020 | \$40000 | Title I Part A | Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |
|--|---|--------|---------------|------------|------------|---------|----------------|--|

| Activity - Progress Monitoring Tool | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|---------------|------------|------------|-------------------|-------------------|--|
| Research, identify and use a progress monitoring tool for Tier 2 and Tier 3 students in the intervention program. (Resources: program, materials and training) Schools: All Schools | Professional Learning, Supplemental Materials, Academic Support Program | Tier 3 | Getting Ready | 09/04/2018 | 06/14/2019 | \$30000 | Title I Part A | Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

Strategy 5:

Well-Rounded Educational Opportunities - Students will have opportunities for well-rounded educational opportunities through job-readiness apprenticeships, professional programs and robotics.

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Category: Other - Well-Rounded Educational Opportunities

Tier: Tier 1

| Activity - Job-Readiness | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---------------------------------|--------|---------------|------------|------------|-------------------|-------------------|---|
| <p>Selected High School students will have the opportunity to participate in a job-readiness apprenticeship course in the areas of Science, Technology and trade through Lee Construction. (Resources: cost of course, transportation)</p> <p>Schools: Pontiac Academy for Excellence - High School</p> | Career Preparation /Orientation | Tier 1 | Getting Ready | 10/01/2019 | 05/29/2020 | \$12150 | Title IV Part A | High School Principals, High School Counselor, High School College and Career Coordinator |

| Activity - Professional Programs | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---------------------------------|--------|---------------|------------|------------|-------------------|-------------------|--|
| <p>Select High School students will have the opportunity to enroll in a certificated Pre-Health Professional Program through the Dominican International Institute. (Resources: cost of course, transportation)</p> <p>Schools: Pontiac Academy for Excellence - High School</p> | Career Preparation /Orientation | Tier 1 | Getting Ready | 10/01/2019 | 05/29/2020 | \$12150 | Title IV Part A | High School Principal, High School Counselor, High School College and Career Coordinator |

| Activity - Robotics | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| High School students will have the opportunity to join and participate in an afterschool Robotics program. (Resources: transportation, stipend for coach, materials/supplies) | Extra Curricular | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$11159 | Title IV Part A | High School Principal, Robotics Coach |
| Schools: Pontiac Academy for Excellence - High School | | | | | | | | |

Goal 2: Our goal is to create a positive and safe culture focused on student achievement and success.

Measurable Objective 1:

demonstrate a behavior of maximizing student learning time by 06/19/2020 as measured by suspension data trends decreasing monthly from September to May. Student behavior referrals will decrease monthly throughout the school year. Failures will reduce by 10%.

Strategy 1:

Climate and Culture - 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.

Category: School Culture

Research Cited: Positive Action-

Lewis, K.M., Bavariana, N., Snyderb, F.J., Acocka, A, Dayc, J., DuBois, D.L., Ji, P., Scure, M., Siverthorn, N., Vuchinich, S., & Flay, B.R. (2012). Direct and Mediated Effects of a Social-Emotional and Character Development Program on Adolescent Substance Use. *The International Journal of Emotional Education*. 4 (1), 56-78.

Positive Behavior Programs-

Lane, K. L. L., Gresham, F. M., & O'Shaughnessy, T. E. (2002). Serving Students with or At-Risk for Emotional and Behavior Disorders: Future Challenges. *Education and Treatment of Children*. 25(4), 507-21.

Ruef, M. B., Higgins, C., Glaeser, B. J. C., & Patnode, M. (1998). Positive Behavioral Support: Strategies for Teachers. *Intervention in School and Clinic*. 34(1), 21-32

Building effective/positive relationships-

Sterrett, W. L. (2012). From Discipline to Relationships. *Educational Leadership*. 70(2), 71-74.

Understanding poverty/diversity-

Newberry, M. (2010). Identified Phases in the Building and Maintaining of Positive Teacher-Student Relationships. *Teaching and Teacher Education: An International Journal of Research and Studies*. 26(8), 1695-1703.

Vandsburger, E., Duncan-Daston, R., Akerson, E., & Dillon, T. (2010). The Effects of Poverty Simulation, an Experiential Learning Modality, on Students' Understanding

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of Life in Poverty. Journal of Teaching in Social Work. 30(3), 300-316.

Rivaux, S. L., James, J., Wittenstrom, K., Baumann, D., Sheets, J., Henry, J., & Jeffries, V. (2008). The Intersection of Race, Poverty, and Risk: Understanding the Decision to Provide Services to Clients and to Remove Children. Child Welfare. 87(2), 151-168.

Tier: Tier 1

| Activity - Tiered Behavioral Intervention Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|--------|-----------|------------|------------|-------------------|---------------------|----------------------------------|
| Use of a tiered behavioral intervention program to address classroom management, student discipline and a positive behavior program. Schools: All Schools | Policy and Process, Behavioral Support Program | Tier 1 | Implement | 09/03/2019 | 06/19/2020 | \$0 | No Funding Required | Principals, Home-School Liaisons |

| Activity - Tier 1 Behavioral Intervention Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|----------------------------|--------|-----------|------------|------------|-------------------|---|--|
| Tier 1 of the behavioral intervention program will include methods such as Restorative Practices, building relationships with students, mindfulness, 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. (Resources: training, ClassDojo program, PBIS supplies/materials/incentives, Home-School Liaisons) Schools: All Schools | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$185000 | Title I Part A, General Fund, Title II Part A | Principals, Home-School Liaisons, Social Workers |

| Activity - Tier 2 Behavioral Intervention Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| Tier 2 of the behavioral intervention program will include methods such as Restorative Practices, use of Home-School Liaisons and use of Social Workers. (Resources: Home-School Liaisons, Social Workers, training) Schools: All Schools | Teacher Collaboration, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$300000 | Special Education, Title I Part A | Principals, Home-School Liaisons, Social Workers, Special Education Director |
|--|---|--------|-----------|------------|------------|----------|-----------------------------------|--|

| Activity - Tier 3 Behavioral Intervention Program | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|-------------------|--|
| 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. (Resources: Home-School Liaisons, Social Workers, ISS staff, training) Schools: All Schools | Professional Learning, Behavioral Support Program | Tier 3 | Implement | 09/03/2019 | 06/19/2020 | \$70000 | Special Education | Principals, Home-School Liaisons, Social Workers |

| Activity - Climate and Culture Focused Meetings | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|--------|-----------|------------|------------|-------------------|---------------------|----------------------------------|
| 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. Schools: All Schools | Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 09/03/2019 | 05/29/2020 | \$0 | No Funding Required | Principals, Home-School Liaisons |

Strategy 2:

Parent Engagement Activities - 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.

Category: Other - Parent Involvement

Research Cited: Cavanagh, S. (2012). Parental Engagement Proves No Easy Goal. Education Week. 31(27), 1, 16-17.

Scanlan, M. (2012). "Cos Um It like Put a Picture in My Mind of What I Should Write": An Exploration of How Home-School Partnership Might Support the Writing of

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Lower-Achieving Boys. Support for Learning. 27(1), 4-10.

Tier: Tier 1

| Activity - Parent Empowerment Day | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------------------|--|
| <p>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. (Resource: materials, refreshments/food, stipends for presenters, childcare)</p> <p>Schools: All Schools</p> | Parent Involvement | Tier 1 | Implement | 10/25/2019 | 10/25/2019 | \$9000 | Title I Part A, Title IV Part A | District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development |

| Activity - Academic Parent Workshops | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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Pontiac Academy for Excellence

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| <p>The district/schools will conduct free parent workshops throughout the year focused on curriculum, assessment and instruction. (Resources: stipends for presenters, materials, food/refreshments, childcare)</p> <p>Schools: All Schools</p> | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/12/2020 | \$11000 | Title IV Part A, Title I Part A | Principals, District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
|---|--------------------|--------|-----------|------------|------------|---------|---------------------------------|---|

| Activity - District Parent Liaison | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|--|
| <p>A District Parent Liaison will assist all schools in the district in promoting and developing an effective parent and family engagement program. (Resources: Salary)</p> <p>Schools: All Schools</p> | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$50000 | Title I Part A | CAO, Director of Categorical Programs, School Improvement and Professional Development |

| Activity - Power Parent University | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
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| Parents will have the opportunity to participate in the Power Parent University online courses called, the Power of 7. The Power of 7 are online courses designed to help parents shift their attention to the educational needs of their children. (Resources: online courses, refreshments, awards) Schools: All Schools | Parent Involvement | Tier 2 | Implement | 10/01/2019 | 06/19/2020 | \$7000 | Title IV Part A, Title I Part A | District Parent Liaison, Principals |
|---|--------------------|--------|-----------|------------|------------|--------|---------------------------------|-------------------------------------|

| Activity - Parental Engagement Training | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------------------|
| All staff across the district will be trained on effective strategies for building positive relationships with parents. (Resources: Training) Schools: All Schools | Parent Involvement | Tier 2 | Implement | 08/26/2019 | 04/24/2020 | \$3500 | Title II Part A | District Parent Liaison, Principals |

| Activity - Parent/Family Development Parent Workshops | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|--------|-----------|------------|------------|-------------------|---------------------------------|-------------------------|
| The district/schools will conduct free parent workshops throughout the year focused on family and parent development. (Resources: stipends for presenters, materials, food/refreshments, childcare) Schools: All Schools | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$2500 | Title IV Part A, Title I Part A | District Parent Liaison |

| Activity - Principal-Parent Coffees | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
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| 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. (Resources: materials, food/refreshments) | Parent Involvement | Tier 1 | Implement | 10/09/2019 | 06/10/2020 | \$2000 | Title IV Part A, Title I Part A | Principals |
| Schools: All Schools | | | | | | | | |

| Activity - Parent Communication | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|----------------------|
| Increase parent communication though the use of monthly principal parent newsletters and teacher newsletters | Parent Involvement | Tier 1 | Implement | 09/03/2019 | 06/01/2020 | \$1000 | General Fund | Principals, Teachers |
| Schools: All Schools | | | | | | | | |

| Activity - Title III Parent Advisory Council Meeting | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|--------|-----------|------------|------------|-------------------|-------------------|-------------------------|
| The district will host Title III Parent Meetings held in conjunction with a breakfast or dinner to facilitate dialogue with English learner parents and the district staff. (Resources: childcare, food, stipends for presenters, and materials) | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$3000 | Title III | ESL Program Coordinator |
| Schools: All Schools | | | | | | | | |

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Special Education

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|--|---|--------|-----------|------------|------------|-------------------|--|
| Tier 2 Behavioral Intervention Program | Tier 2 of the behavioral intervention program will include methods such as Restorative Practices, use of Home-School Liaisons and use of Social Workers. (Resources: Home-School Liaisons, Social Workers, training) | Teacher Collaboration, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$100000 | Principals, Home-School Liaisons, Social Workers, Special Education Director |
| Tier 3 Behavioral Intervention Program | 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. (Resources: Home-School Liaisons, Social Workers, ISS staff, training) | Professional Learning, Behavioral Support Program | Tier 3 | Implement | 09/03/2019 | 06/19/2020 | \$70000 | Principals, Home-School Liaisons, Social Workers |

Title III

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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| ESL Targeted Instruction | 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 and at staff meetings/professional learning days throughout the school year. (Resources: Reading A-Z, SIPPS (Systematic Instruction In Phonological Awareness, Phonics, and Sight Words), Newsela, 99 Ideas and Activities for Teaching English Learners with the SIOP Model and Developing Academic Language with the SIOP Model books for book studies, stipends for staff to lead training and leveled readers) | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 05/01/2020 | \$7000 | ESL Coordinator, Principals, Director of Categorical Programs and Professional Development, Director of Curriculum, Instruction, and Assessment |
| ESL Summer School | The district will provided extended learning opportunities for identified English Learners through use of a summer school program. (Resources: salaries and materials) | Academic Support Program | Tier 3 | Implement | 07/06/2020 | 08/14/2020 | \$20000 | ESL Coordinator, Principals, Director of Categorical Programs |
| Title III Parent Advisory Council Meeting | The district will host Title III Parent Meetings held in conjunction with a breakfast or dinner to facilitate dialogue with English learner parents and the district staff. (Resources: childcare, food, stipends for presenters, and materials) | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$3000 | ESL Program Coordinator |
| 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 walkthroughs focused on effective instructional strategies for English Learners. (Resources: substitute teachers) | Walkthrough | Tier 2 | Getting Ready | 10/01/2019 | 03/27/2020 | \$1000 | Principals, ESL Coordinator, Director of Curriculum, Instruction, and Assessment |
| ESL After-school Tutoring | The District will provide extended learning opportunities for identified English Learners through use of an after school tutoring program. (Resources: salaries and materials) | Academic Support Program | Tier 3 | Implement | 10/01/2019 | 05/22/2020 | \$6000 | ESL Coordinator, Principals, Director of Categorical Programs |

General Fund

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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| <p>Development of teacher leaders</p> | <p>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 at the Elementary School. (Resources: Stipends for position)</p> <p>b. Establish department heads at each department to conduct department-level meetings, act as a liaison between team and principal, and provide leadership and support to department team in the Middle and High School. (Resources: Stipends for position)</p> <p>c. 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. (Resources: Stipends for position)</p> <p>d. 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. (Resources: Stipends for facilitating training)</p> | <p>Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/20/2018</p> | <p>06/14/2019</p> | <p>\$4000</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
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| Integrating Technology | 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. Some technology tools include: Study Island, Khan Academy, Reading A-Z, ClassDojo, Google Classroom, etc. Staff will integrate the use of technology (such as interactive whiteboards, laptops, Chromebook, etc) into their core content subjects instruction. Training will be provided to staff to ensure successful implementation (Resources: interactive whiteboards, training). Principals and District Curriculum Coordinator will monitor the use of technology through consistent classroom walkthroughs and lesson plan reviews. | Technology , Walkthrough | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$80000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Elementary Reader's Workshop Implementation and Monitoring (k-5) | Staff in grades k-5 will use the Reader's Workshop Model for reading instruction on a daily basis. Staff will use the DRA test for identifying student's needs. (Resources: Reader's Workshop materials and trade books, DRA kits, testing materials, paper) New staff will receive training in Reader's Workshop in August 2019. Staff will be provided with ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal and District Curriculum Director will monitor the use and implementation of Writer's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$20000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Parent Communication | Increase parent communication through the use of monthly principal parent newsletters and teacher newsletters | Parent Involvement | Tier 1 | Implement | 09/03/2019 | 06/01/2020 | \$1000 | Principals, Teachers |

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| Use Effective Math Practices and Monitoring | Staff will implement the eight effective mathematics teaching practices into their daily mathematical teaching practices. Principals and District Curriculum Director will monitor the use of the eight effective mathematics teaching practices through consistent walkthroughs and lesson plan reviews. (Resource: training) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/19/2019 | 06/19/2020 | \$5000 | Principals, Director of Curriculum, Instruction, and Assessment |
| Middle School Reader's Workshop Implementation and Monitoring | ELA teachers in Middle School will use the Reader's Workshop Model for reading instruction on a daily basis. (Resources: Reader's Workshop materials and trade books). Staff will receive training in Reader's Workshop and ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal will monitor the use and implementation of Reader's Workshop through ongoing walkthroughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$10000 | Principals, Director of Curriculum, Instruction, and Assessment, Director of Categorical Programs, School Improvement and Professional Development |
| Reading and Writing Across the Curriculum | Staff will use Reading/Writing across the curriculum strategies in Math, Science and Social Studies. Principal and District Curriculum Director will monitor the use and implementation of Reading/Writing across the curriculum through ongoing walkthroughs, lesson plan reviews and grade-level meetings. (Resources: professional development) | Teacher Collaboration, Direct Instruction, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$3000 | Principals, Director of Curriculum, Instruction, and Assessment |
| Use of Differentiated Instruction and Monitoring | Staff will use effective differentiated instructional strategies on a daily basis. Principals will monitor the use of differentiated instruction through consistent classroom walkthroughs and lesson plan reviews. (Resources: training, materials) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$5000 | Principals, Director of Curriculum, Instruction, and Assessment |

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| Tier 1 Behavioral Intervention Program | Tier 1 of the behavioral intervention program will include methods such as Restorative Practices, building relationships with students, mindfulness, 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. (Resources: training, ClassDojo program, PBIS supplies/materials/incentives, Home-School Liaisons) | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$15000 | Principals, Home-School Liaisons, Social Workers |
| Peer Observations | Teachers will participate in one-two peer observation to observe each other's practice and learn from on another. Observations will be focused on teacher's individual needs and school-wide initiatives. | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 10/01/2019 | 03/27/2020 | \$2000 | Principals |

Section 31a

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------------|--|--|--------|-----------|------------|------------|-------------------|--|
| Tier 2/Tier 3 Math Instruction | 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 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. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training) | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$150000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

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| Tier 2/Tier 3 ELA Instruction | <p>Based on results from NWEA testing and classroom work, students will be placed in Tier 2 and Tier 3 for ELA intervention.</p> <p>Through the use of a small-group pull-out (k-8) and push-in (high school) intervention program, Interventionist and Title 1 teachers (k-8 only) will work with identified Tier 2 and Tier 3 students to provide intense reading interventions through the use of Level Literacy Intervention (LLI) (k-8), effective best practices in reading and Study Island.</p> <p>K- 8 student's progress will be monitored and re-evaluated a based on their LLI reading levels. Students in high school will be monitored and re-evaluated at least every 18-weeks.</p> <p>(Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, LLI, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training)</p> | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$150000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |
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No Funding Required

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|-------------------|---|--|--------|-----------|------------|------------|-------------------|---|
| Vertical Meetings | 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. | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$0 | Director of Curriculum, Instruction, and Assessment, Principals |

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| <p>MTSS Data Meetings</p> | <p>a. District Intervention Coordinator, Curriculum Director 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/posttests and teacher created assessments to identify student's 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</p> | <p>Policy and Process, Teacher Collaboration, Curriculum Development, Materials, Walkthrough, Professional Learning, Academic Support Program</p> | <p>Tier 3</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$0</p> | <p>Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator</p> |
| <p>Data team meetings</p> | <p>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/post-tests 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. (Resources: Northwest Evaluation Association, DRA training and materials, Exact Path - or other progress monitoring tool, data analysis training)</p> | <p>Professional Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$0</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals</p> |
| <p>Tiered Behavioral Intervention Program</p> | <p>Use of a tiered behavioral intervention program to address classroom management, student discipline and a positive behavior program.</p> | <p>Policy and Process, Behavioral Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$0</p> | <p>Principals, Home-School Liaisons</p> |

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| Climate and Culture Focused Meetings | 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. | Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 09/03/2019 | 05/29/2020 | \$0 | Principals, Home-School Liaisons |
| MTSS Program | 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. | Professional Learning, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$0 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |
| Recorded Lessons | 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 reflection with a principal. | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 10/01/2019 | 03/27/2020 | \$0 | Director of Curriculum, Instruction, and Assessment, Principals |

Other

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
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District Improvement Plan

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|--------------------------|---|-----------------------|--------|---------------|------------|------------|--------|---|
| ESL Targeted Instruction | 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 and at staff meetings/professional learning days throughout the school year. (Resources: Reading A-Z, SIPPS (Systematic Instruction In Phonological Awareness, Phonics, and Sight Words), Newsela, 99 Ideas and Activities for Teaching English Learners with the SIOP Model and Developing Academic Language with the SIOP Model books for book studies, stipends for staff to lead training and leveled readers) | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 05/01/2020 | \$2000 | ESL Coordinator, Principals, Director of Categorical Programs and Professional Development, Director of Curriculum, Instruction, and Assessment |
|--------------------------|---|-----------------------|--------|---------------|------------|------------|--------|---|

Title II Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|---|--|--------|---------------|------------|------------|-------------------|---|
| Tier 1 Behavioral Intervention Program | Tier 1 of the behavioral intervention program will include methods such as Restorative Practices, building relationships with students, mindfulness, 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. (Resources: training, ClassDojo program, PBIS supplies/materials/incentives, Home-School Liaisons) | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$20000 | Principals, Home-School Liaisons, Social Workers |
| Use Effective Math Practices and Monitoring | Staff will implement the eight effective mathematics teaching practices into their daily mathematical teaching practices. Principals and District Curriculum Director will monitor the use of the eight effective mathematics teaching practices through consistent walkthroughs and lesson plan reviews. (Resource: training) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/19/2019 | 06/19/2020 | \$5000 | Principals, Director of Curriculum, Instruction, and Assessment |

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|---|---|--|--------|---------------|------------|------------|---------|--|
| 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 walkthroughs focused on effective instructional strategies for English Learners. (Resources: substitute teachers) | Walkthrough | Tier 2 | Getting Ready | 10/01/2019 | 03/27/2020 | \$1000 | Principals, ESL Coordinator, Director of Curriculum, Instruction, and Assessment |
| ESL Targeted Instruction | 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 and at staff meetings/professional learning days throughout the school year. (Resources: Reading A-Z, SIPPS (Systematic Instruction In Phonological Awareness, Phonics, and Sight Words), Newsela, 99 Ideas and Activities for Teaching English Learners with the SIOP Model and Developing Academic Language with the SIOP Model books for book studies, stipends for staff to lead training and leveled readers) | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 05/01/2020 | \$2000 | ESL Coordinator, Principals, Director of Categorical Programs and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Middle School Reader's Workshop Implementation and Monitoring | ELA teachers in Middle School will use the Reader's Workshop Model for reading instruction on a daily basis. (Resources: Reader's Workshop materials and trade books). Staff will receive training in Reader's Workshop and ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal will monitor the use and implementation of Reader's Workshop through ongoing walkthroughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$27000 | Principals, Director of Curriculum, Instruction, and Assessment, Director of Categorical Programs, School Improvement and Professional Development |

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| Tier 1 Instruction | 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. (Resources: Study Island, mobile lab, training on differentiated instruction, scaffolding, cooperative learning, small group instruction) | Teacher Collaboration, Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/20/2018 | 06/14/2019 | \$5000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Tier 2/Tier 3 Math Instruction | 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 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. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training) | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$12000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |
| Parental Engagement Training | All staff across the district will be trained on effective strategies for building positive relationships with parents. (Resources: Training) | Parent Involvement | Tier 2 | Implement | 08/26/2019 | 04/24/2020 | \$3500 | District Parent Liaison, Principals |

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| Reading and Writing Across the Curriculum | Staff will use Reading/Writing across the curriculum strategies in Math, Science and Social Studies. Principal and District Curriculum Director will monitor the use and implementation of Reading/Writing across the curriculum through ongoing walk-throughs, lesson plan reviews and grade-level meetings. (Resources: professional development) | Teacher Collaboration, Direct Instruction, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$7000 | Principals, Director of Curriculum, Instruction, and Assessment |
| Elementary Reader's Workshop Implementation and Monitoring (k-5) | Staff in grades k-5 will use the Reader's Workshop Model for reading instruction on a daily basis. Staff will use the DRA test for identifying student's needs. (Resources: Reader's Workshop materials and trade books, DRA kits, testing materials, paper) New staff will receive training in Reader's Workshop in August 2019. Staff will be provided with ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal and District Curriculum Director will monitor the use and implementation of Reader's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$20000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Use of Differentiated Instruction and Monitoring | Staff will use effective differentiated instructional strategies on a daily basis. Principals will monitor the use of differentiated instruction through consistent classroom walkthroughs and lesson plan reviews. (Resources: training, materials) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$5000 | Principals, Director of Curriculum, Instruction, and Assessment |

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|-------------------------------|--|--|--------|-----------|------------|------------|---------|--|
| Tier 2/Tier 3 ELA Instruction | <p>Based on results from NWEA testing and classroom work, students will be placed in Tier 2 and Tier 3 for ELA intervention.</p> <p>Through the use of a small-group pull-out (k-8) and push-in (high school) intervention program, Interventionist and Title 1 teachers (k-8 only) will work with identified Tier 2 and Tier 3 students to provide intense reading interventions through the use of Level Literacy Intervention (LLI) (k-8), effective best practices in reading and Study Island.</p> <p>K- 8 student's progress will be monitored and re-evaluated a based on their LLI reading levels. Students in high school will be monitored and re-evaluated at least every 18-weeks.</p> <p>(Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, LLI, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training)</p> | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$12000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |
| Integrating Technology | <p>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. Some technology tools include: Study Island, Khan Academy, Reading A-Z, ClassDojo, Google Classroom, etc. Staff will integrate the use of technology (such as interactive whiteboards, laptops, Chromebook, etc) into their core content subjects instruction. Training will be provided to staff to ensure successful implementation (Resources: interactive whiteboards, training). Principals and District Curriculum Coordinator will monitor the use of technology through consistent classroom walkthroughs and lesson plan reviews.</p> | Technology, Walkthrough | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$2000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |

Title I Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
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|---|--|--|--------|---------------|------------|------------|----------|--|
| Middle School Reader's Workshop Implementation and Monitoring | ELA teachers in Middle School will use the Reader's Workshop Model for reading instruction on a daily basis. (Resources: Reader's Workshop materials and trade books). Staff will receive training in Reader's Workshop and ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal will monitor the use and implementation of Reader's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$10000 | Principals, Director of Curriculum, Instruction, and Assessment, and Director of Categorical Programs, School Improvement and Professional Development |
| Tier 2 Behavioral Intervention Program | Tier 2 of the behavioral intervention program will include methods such as Restorative Practices, use of Home-School Liaisons and use of Social Workers. (Resources: Home-School Liaisons, Social Workers, training) | Teacher Collaboration, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$200000 | Principals, Home-School Liaisons, Social Workers, Special Education Director |
| After-school Tutoring Program | The District will provide extended learning opportunities for identified students through use of an after school tutoring program. (Resources: salaries and materials) | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 10/07/2019 | 05/29/2020 | \$20000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |

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| Integrating Technology | 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. Some technology tools include: Study Island, Khan Academy, Reading A-Z, ClassDojo, Google Classroom, etc. Staff will integrate the use of technology (such as interactive whiteboards, laptops, Chromebook, etc) into their core content subjects instruction. Training will be provided to staff to ensure successful implementation (Resources: interactive whiteboards, training). Principals and District Curriculum Coordinator will monitor the use of technology through consistent classroom walkthroughs and lesson plan reviews. | Technology , Walkthrough | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$20000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Progress Monitoring Tool | Research, identify and use a progress monitoring tool for Tier 2 and Tier 3 students in the intervention program. (Resources: program, materials and training) | Professional Learning, Supplemental Materials, Academic Support Program | Tier 3 | Getting Ready | 09/04/2018 | 06/14/2019 | \$30000 | Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

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|---|--|---|---------------|------------------|-------------------|-------------------|---------------|---|
| <p>Elementary Reader's Workshop Implementation and Monitoring (k-5)</p> | <p>Staff in grades k-5 will use the Reader's Workshop Model for reading instruction on a daily basis. Staff will use the DRA test for identifying student's needs. (Resources: Reader's Workshop materials and trade books, DRA kits, testing materials, paper) New staff will receive training in Reader's Workshop in August 2019. Staff will be provided with ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal and District Curriculum Director will monitor the use and implementation of Writer's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings.</p> | <p>Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/26/2019</p> | <p>06/19/2020</p> | <p>\$5000</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
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| Development of teacher leaders | <p>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 at the Elementary School. (Resources: Stipends for position)</p> <p>b. Establish department heads at each department to conduct department-level meetings, act as a liaison between team and principal, and provide leadership and support to department team in the Middle and High School. (Resources: Stipends for position)</p> <p>c. 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. (Resources: Stipends for position)</p> <p>d. 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. (Resources: Stipends for facilitating training)</p> | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 08/20/2018 | 06/14/2019 | \$4000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Power Parent University | Parents will have the opportunity to participate in the Power Parent University online courses called, the Power of 7. The Power of 7 are online courses designed to help parents shift their attention to the educational needs of their children. (Resources: online courses, refreshments, awards) | Parent Involvement | Tier 2 | Implement | 10/01/2019 | 06/19/2020 | \$5000 | District Parent Liaison, Principals |
| Peer Observations | Teachers will participate in one-two peer observation to observe each other’s practice and learn from on another. Observations will be focused on teacher’s individual needs and school-wide initiatives. | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 10/01/2019 | 03/27/2020 | \$2000 | Principals |

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| Parent Empowerment Day | 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. (Resource: materials, refreshments/food, stipends for presenters, childcare) | Parent Involvement | Tier 1 | Implement | 10/25/2019 | 10/25/2019 | \$6000 | District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development |
| Tier 1 Instruction | 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. (Resources: Study Island, mobile lab, training on differentiated instruction, scaffolding, cooperative learning, small group instruction) | Teacher Collaboration, Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/20/2018 | 06/14/2019 | \$15000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Parent/Family Development Parent Workshops | The district/schools will conduct free parent workshops throughout the year focused on family and parent development. (Resources: stipends for presenters, materials, food/refreshments, childcare) | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$1500 | District Parent Liaison |

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| Tier 2/Tier 3 Math Instruction | 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 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. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training) | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/12/2020 | \$150000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |
| Principal-Parent Coffees | 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. (Resources: materials, food/refreshments) | Parent Involvement | Tier 1 | Implement | 10/09/2019 | 06/10/2020 | \$1500 | Principals |
| District Parent Liaison | A District Parent Liaison will assist all schools in the district in promoting and developing an effective parent and family engagement program. (Resources: Salary) | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$50000 | CAO, Director of Categorical Programs, School Improvement and Professional Development |

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| <p>Book Studies</p> | <p>Staff will participate in a variety of books studies across the district aimed to empower staff with strategies and tools to increase student achievement, managing classroom discipline and building student relationships. Books may include: When Teaching Gets Tough by Paul Tough, Meeting Students Where They Live: Motivation in Urban Schools by Richard Curwin, Teach Like a Champion by Doug Lemov, 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 Resource Guide for Differentiated Curriculum, Professional Learning Communities at Work : Best Practices for Enhancing Student Achievement (Resources: Books)</p> | <p>Teacher Collaborati on, Professiona l Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/26/2019</p> | <p>05/29/2020</p> | <p>\$1500</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
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| <p>Math Intervention Program</p> | <p>Research and identify a math intervention program. (Resources: program, materials and training)</p> | <p>Policy and Process, Materials, Supplemental Materials, Academic Support Program</p> | <p>Tier 3</p> | <p>Getting Ready</p> | <p>10/01/2019</p> | <p>01/01/2020</p> | <p>\$40000</p> | <p>Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator</p> |
| <p>Tier 2/Tier 3 ELA Instruction</p> | <p>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 (k-8) and push-in (high school) intervention program, Interventionist and Title 1 teachers (k-8 only) will work with identified Tier 2 and Tier 3 students to provide intense reading interventions through the use of Level Literacy Intervention (LLI) (k-8), effective best practices in reading and Study Island. K- 8 student's progress will be monitored and re-evaluated a based on their LLI reading levels. Students in high school will be monitored and re-evaluated at least every 18-weeks. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, LLI, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training)</p> | <p>Materials, Professional Learning, Supplemental Materials, Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$150000</p> | <p>Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator</p> |

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| Tier 1 Behavioral Intervention Program | Tier 1 of the behavioral intervention program will include methods such as Restorative Practices, building relationships with students, mindfulness, 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. (Resources: training, ClassDojo program, PBIS supplies/materials/incentives, Home-School Liaisons) | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$150000 | Principals, Home-School Liaisons, Social Workers |
| Academic Parent Workshops | The district/schools will conduct free parent workshops throughout the year focused on curriculum, assessment and instruction. (Resources: stipends for presenters, materials, food/refreshments, childcare) | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/12/2020 | \$10000 | Principals, District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| High School After-school Credit Recovery Program | The District will provide options for struggling High School students to participate in after-school, summer school and weekend credit recovery courses. (Resources: salaries/materials/Edgenuity subscription) | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 10/01/2019 | 06/12/2020 | \$25000 | Principal, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |

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| <p>Intervention Program Monitoring</p> | <p>The MTSS intervention program will be coordinated and monitored by a District Intervention Coordinator. (Resources: District Intervention Coordinator)</p> | <p>Policy and Process, Teacher Collaboration, Walkthrough, Academic Support Program</p> | <p>Tier 3</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$65000</p> | <p>Superintendent, HR Manager, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment</p> |
| <p>Summer School Program</p> | <p>The District will provide extended learning opportunities for identified students through use of a summer school program. The District will provide options for struggling High School students to participate in credit recovery courses during summer school. (Resources: salaries/materials/Edgenuity subscription)</p> | <p>Supplemental Materials, Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>07/08/2019</p> | <p>08/01/2019</p> | <p>\$85000</p> | <p>Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment</p> |

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| Curriculum Alignment | 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 guide, resources and assessments. (Resources: Atlas Rubicon training, stipends for curriculum training for staff) | Teacher Collaboration, Curriculum Development, Professional Learning | Tier 1 | Implement | 08/21/2019 | 06/19/2020 | \$10000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
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Title IV Part A

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|---|-----------------------|--------|---------------|------------|------------|-------------------|---|
| ESL Targeted Instruction | 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 and at staff meetings/professional learning days throughout the school year. (Resources: Reading A-Z, SIPPS (Systematic Instruction In Phonological Awareness, Phonics, and Sight Words), Newsela, 99 Ideas and Activities for Teaching English Learners with the SIOP Model and Developing Academic Language with the SIOP Model books for book studies, stipends for staff to lead training and leveled readers) | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 05/01/2020 | \$2000 | ESL Coordinator, Principals, Director of Categorical Programs and Professional Development, Director of Curriculum, Instruction, and Assessment |

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| Academic Parent Workshops | The district/schools will conduct free parent workshops throughout the year focused on curriculum, assessment and instruction. (Resources: stipends for presenters, materials, food/refreshments, childcare) | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/12/2020 | \$1000 | Principals, District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Principal-Parent Coffees | 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. (Resources: materials, food/refreshments) | Parent Involvement | Tier 1 | Implement | 10/09/2019 | 06/10/2020 | \$500 | Principals |
| Parent/Family Development Parent Workshops | The district/schools will conduct free parent workshops throughout the year focused on family and parent development. (Resources: stipends for presenters, materials, food/refreshments, childcare) | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$1000 | District Parent Liaison |
| Robotics | High School students will have the opportunity to join and participate in an afterschool Robotics program. (Resources: transportation, stipend for coach, materials/supplies) | Extra Curricular | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$11159 | High School Principal, Robotics Coach |
| Power Parent University | Parents will have the opportunity to participate in the Power Parent University online courses called, the Power of 7. The Power of 7 are online courses designed to help parents shift their attention to the educational needs of their children. (Resources: online courses, refreshments, awards) | Parent Involvement | Tier 2 | Implement | 10/01/2019 | 06/19/2020 | \$2000 | District Parent Liaison, Principals |

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| Parent Empowerment Day | 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. (Resource: materials, refreshments/food, stipends for presenters, childcare) | Parent Involvement | Tier 1 | Implement | 10/25/2019 | 10/25/2019 | \$3000 | District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development |
| Professional Programs | Select High School students will have the opportunity to enroll in a certificated Pre-Health Professional Program through the Dominican International Institute. (Resources: cost of course, transportation) | Career Preparation /Orientation | Tier 1 | Getting Ready | 10/01/2019 | 05/29/2020 | \$12150 | High School Principal, High School Counselor, High School College and Career Coordinator |
| Job-Readiness | Selected High School students will have the opportunity to participate in a job-readiness apprenticeship course in the areas of Science, Technology and trade through Lee Construction. (Resources: cost of course, transportation) | Career Preparation /Orientation | Tier 1 | Getting Ready | 10/01/2019 | 05/29/2020 | \$12150 | High School Principals, High School Counselor, High School College and Career Coordinator |

Activity Summary by School

Below is a breakdown of activity by school.

All Schools

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------------------|---|--------------------------|--------|---------------|------------|------------|-------------------|---|
| ESL After-school Tutoring | The District will provide extended learning opportunities for identified English Learners through use of an after school tutoring program. (Resources: salaries and materials) | Academic Support Program | Tier 3 | Implement | 10/01/2019 | 05/22/2020 | \$6000 | ESL Coordinator, Principals, Director of Categorical Programs |
| ESL Summer School | The district will provided extended learning opportunities for identified English Learners through use of a summer school program. (Resources: salaries and materials) | Academic Support Program | Tier 3 | Implement | 07/06/2020 | 08/14/2020 | \$20000 | ESL Coordinator, Principals, Director of Categorical Programs |
| ESL Targeted Instruction | 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 and at staff meetings/professional learning days throughout the school year. (Resources: Reading A-Z, SIPPS (Systematic Instruction In Phonological Awareness, Phonics, and Sight Words), Newsela, 99 Ideas and Activities for Teaching English Learners with the SIOP Model and Developing Academic Language with the SIOP Model books for book studies, stipends for staff to lead training and leveled readers) | Professional Learning | Tier 2 | Getting Ready | 08/19/2019 | 05/01/2020 | \$13000 | ESL Coordinator, Principals, Director of Categorical Programs and Professional Development, Director of Curriculum, Instruction, and Assessment |

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| 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 walkthroughs focused on effective instructional strategies for English Learners. (Resources: substitute teachers) | Walkthrough | Tier 2 | Getting Ready | 10/01/2019 | 03/27/2020 | \$2000 | Principals, ESL Coordinator, Director of Curriculum, Instruction, and Assessment |
| Data team meetings | 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/post-tests 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. (Resources: Northwest Evaluation Association, DRA training and materials, Exact Path - or other progress monitoring tool, data analysis training) | Professional Learning | Tier 1 | Implement | 09/03/2019 | 06/19/2020 | \$0 | Director of Curriculum, Instruction, and Assessment, Principals |
| Vertical Meetings | 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. | Teacher Collaboration, Professional Learning | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$0 | Director of Curriculum, Instruction, and Assessment, Principals |

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| <p>Book Studies</p> | <p>Staff will participate in a variety of books studies across the district aimed to empower staff with strategies and tools to increase student achievement, managing classroom discipline and building student relationships. Books may include: When Teaching Gets Tough by Paul Tough, Meeting Students Where They Live: Motivation in Urban Schools by Richard Curwin, Teach Like a Champion by Doug Lemov, 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 Resource Guide for Differentiated Curriculum, Professional Learning Communities at Work : Best Practices for Enhancing Student Achievement (Resources: Books)</p> | <p>Teacher Collaborati on, Professiona l Learning</p> | <p>Tier 1</p> | <p>Implement</p> | <p>08/26/2019</p> | <p>05/29/2020</p> | <p>\$1500</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
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| Parent Empowerment Day | 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. (Resource: materials, refreshments/food, stipends for presenters, childcare) | Parent Involvement | Tier 1 | Implement | 10/25/2019 | 10/25/2019 | \$9000 | District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development |
| Academic Parent Workshops | The district/schools will conduct free parent workshops throughout the year focused on curriculum, assessment and instruction. (Resources: stipends for presenters, materials, food/refreshments, childcare) | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/12/2020 | \$11000 | Principals, District Parent Liaison, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| District Parent Liaison | A District Parent Liaison will assist all schools in the district in promoting and developing an effective parent and family engagement program. (Resources: Salary) | Parent Involvement | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$50000 | CAO, Director of Categorical Programs, School Improvement and Professional Development |
| Power Parent University | Parents will have the opportunity to participate in the Power Parent University online courses called, the Power of 7. The Power of 7 are online courses designed to help parents shift their attention to the educational needs of their children. (Resources: online courses, refreshments, awards) | Parent Involvement | Tier 2 | Implement | 10/01/2019 | 06/19/2020 | \$7000 | District Parent Liaison, Principals |

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| Parental Engagement Training | All staff across the district will be trained on effective strategies for building positive relationships with parents. (Resources: Training) | Parent Involvement | Tier 2 | Implement | 08/26/2019 | 04/24/2020 | \$3500 | District Parent Liaison, Principals |
| Curriculum Alignment | 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 guide, resources and assessments. (Resources: Atlas Rubicon training, stipends for curriculum training for staff) | Teacher Collaboration, Curriculum Development, Professional Learning | Tier 1 | Implement | 08/21/2019 | 06/19/2020 | \$10000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Recorded Lessons | 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 reflection with a principal. | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 10/01/2019 | 03/27/2020 | \$0 | Director of Curriculum, Instruction, and Assessment, Principals |

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| <p>Development of teacher leaders</p> | <p>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 at the Elementary School. (Resources: Stipends for position)</p> <p>b. Establish department heads at each department to conduct department-level meetings, act as a liaison between team and principal, and provide leadership and support to department team in the Middle and High School. (Resources: Stipends for position)</p> <p>c. 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. (Resources: Stipends for position)</p> <p>d. 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. (Resources: Stipends for facilitating training)</p> | <p>Teacher Collaboration, Professional Learning</p> | <p>Tier 1</p> | <p>Getting Ready</p> | <p>08/20/2018</p> | <p>06/14/2019</p> | <p>\$8000</p> | <p>Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement</p> |
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| Integrating Technology | 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. Some technology tools include: Study Island, Khan Academy, Reading A-Z, ClassDojo, Google Classroom, etc. Staff will integrate the use of technology (such as interactive whiteboards, laptops, Chromebook, etc) into their core content subjects instruction. Training will be provided to staff to ensure successful implementation (Resources: interactive whiteboards, training). Principals and District Curriculum Coordinator will monitor the use of technology through consistent classroom walkthroughs and lesson plan reviews. | Technology, Walkthrough | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$102000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Reading and Writing Across the Curriculum | Staff will use Reading/Writing across the curriculum strategies in Math, Science and Social Studies. Principal and District Curriculum Director will monitor the use and implementation of Reading/Writing across the curriculum through ongoing walkthroughs, lesson plan reviews and grade-level meetings. (Resources: professional development) | Teacher Collaboration, Direct Instruction, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$10000 | Principals, Director of Curriculum, Instruction, and Assessment |
| Use Effective Math Practices and Monitoring | Staff will implement the eight effective mathematics teaching practices into their daily mathematical teaching practices. Principals and District Curriculum Director will monitor the use of the eight effective mathematics teaching practices through consistent walkthroughs and lesson plan reviews. (Resource: training) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/19/2019 | 06/19/2020 | \$10000 | Principals, Director of Curriculum, Instruction, and Assessment |
| Use of Differentiated Instruction and Monitoring | Staff will use effective differentiated instructional strategies on a daily basis. Principals will monitor the use of differentiated instruction through consistent classroom walkthroughs and lesson plan reviews. (Resources: training, materials) | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$10000 | Principals, Director of Curriculum, Instruction, and Assessment |

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| Summer School Program | The District will provide extended learning opportunities for identified students through use of a summer school program. The District will provide options for struggling High School students to participate in credit recovery courses during summer school. (Resources: salaries/materials/Edgenuity subscription) | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 07/08/2019 | 08/01/2019 | \$85000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| After-school Tutoring Program | The District will provide extended learning opportunities for identified students through use of an after school tutoring program. (Resources: salaries and materials) | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 10/07/2019 | 05/29/2020 | \$20000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| MTSS Program | 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. | Professional Learning, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$0 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

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| Tier 1 Instruction | 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. (Resources: Study Island, mobile lab, training on differentiated instruction, scaffolding, cooperative learning, small group instruction) | Teacher Collaboration, Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/20/2018 | 06/14/2019 | \$20000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Tier 2/Tier 3 ELA Instruction | 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 (k-8) and push-in (high school) intervention program, Interventionist and Title 1 teachers (k-8 only) will work with identified Tier 2 and Tier 3 students to provide intense reading interventions through the use of Level Literacy Intervention (LLI) (k-8), effective best practices in reading and Study Island. K- 8 student's progress will be monitored and re-evaluated a based on their LLI reading levels. Students in high school will be monitored and re-evaluated at least every 18-weeks. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, LLI, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training) | Materials, Professional Learning, Supplemental Materials, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$312000 | Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

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| <p>Tier 2/Tier 3 Math Instruction</p> | <p>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 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. (Resources: Title 1 Teacher, Interventionists, NWEA, teaching materials, progress monitoring tool, Study Island, differentiated instruction materials, mobile computer carts, teaching supplies, tables, storage cabinets, wireless access, and training)</p> | <p>Materials, Professional Learning, Supplemental Materials, Academic Support Program</p> | <p>Tier 2</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/12/2020</p> | <p>\$312000</p> | <p>Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator</p> |
| <p>Intervention Program Monitoring</p> | <p>The MTSS intervention program will be coordinated and monitored by a District Intervention Coordinator. (Resources: District Intervention Coordinator)</p> | <p>Policy and Process, Teacher Collaboration, Walkthrough, Academic Support Program</p> | <p>Tier 3</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$65000</p> | <p>Superintendent, HR Manager, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment</p> |

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| <p>MTSS Data Meetings</p> | <p>a. District Intervention Coordinator, Curriculum Director 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/posttests and teacher created assessments to identify student's 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</p> | <p>Policy and Process, Teacher Collaboration, Curriculum Development, Materials, Walkthrough, Professional Learning, Academic Support Program</p> | <p>Tier 3</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$0</p> | <p>Principals, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator</p> |
| <p>Progress Monitoring Tool</p> | <p>Research, identify and use a progress monitoring tool for Tier 2 and Tier 3 students in the intervention program. (Resources: program, materials and training)</p> | <p>Professional Learning, Supplemental Materials, Academic Support Program</p> | <p>Tier 3</p> | <p>Getting Ready</p> | <p>09/04/2018</p> | <p>06/14/2019</p> | <p>\$30000</p> | <p>Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator</p> |
| <p>Tiered Behavioral Intervention Program</p> | <p>Use of a tiered behavioral intervention program to address classroom management, student discipline and a positive behavior program.</p> | <p>Policy and Process, Behavioral Support Program</p> | <p>Tier 1</p> | <p>Implement</p> | <p>09/03/2019</p> | <p>06/19/2020</p> | <p>\$0</p> | <p>Principals, Home-School Liaisons</p> |

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| Tier 1 Behavioral Intervention Program | Tier 1 of the behavioral intervention program will include methods such as Restorative Practices, building relationships with students, mindfulness, 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. (Resources: training, ClassDojo program, PBIS supplies/materials/incentives, Home-School Liaisons) | Behavioral Support Program | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$185000 | Principals, Home-School Liaisons, Social Workers |
| Tier 2 Behavioral Intervention Program | Tier 2 of the behavioral intervention program will include methods such as Restorative Practices, use of Home-School Liaisons and use of Social Workers. (Resources: Home-School Liaisons, Social Workers, training) | Teacher Collaboration, Academic Support Program | Tier 2 | Implement | 09/03/2019 | 06/19/2020 | \$300000 | Principals, Home-School Liaisons, Social Workers, Special Education Director |
| Tier 3 Behavioral Intervention Program | 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. (Resources: Home-School Liaisons, Social Workers, ISS staff, training) | Professional Learning, Behavioral Support Program | Tier 3 | Implement | 09/03/2019 | 06/19/2020 | \$70000 | Principals, Home-School Liaisons, Social Workers |
| Climate and Culture Focused Meetings | 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. | Teacher Collaboration, Behavioral Support Program | Tier 1 | Implement | 09/03/2019 | 05/29/2020 | \$0 | Principals, Home-School Liaisons |
| Parent/Family Development Parent Workshops | The district/schools will conduct free parent workshops throughout the year focused on family and parent development. (Resources: stipends for presenters, materials, food/refreshments, childcare) | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$2500 | District Parent Liaison |
| Principal-Parent Coffees | 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. (Resources: materials, food/refreshments) | Parent Involvement | Tier 1 | Implement | 10/09/2019 | 06/10/2020 | \$2000 | Principals |
| Parent Communication | Increase parent communication through the use of monthly principal parent newsletters and teacher newsletters | Parent Involvement | Tier 1 | Implement | 09/03/2019 | 06/01/2020 | \$1000 | Principals, Teachers |

District Improvement Plan

Pontiac Academy for Excellence

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|---|--|--|--------|---------------|------------|------------|--------|-------------------------|
| Title III Parent Advisory Council Meeting | The district will host Title III Parent Meetings held in conjunction with a breakfast or dinner to facilitate dialogue with English learner parents and the district staff. (Resources: childcare, food, stipends for presenters, and materials) | Parent Involvement | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$3000 | ESL Program Coordinator |
| Peer Observations | Teachers will participate in one-two peer observation to observe each other's practice and learn from one another. Observations will be focused on teacher's individual needs and school-wide initiatives. | Teacher Collaboration, Professional Learning | Tier 1 | Getting Ready | 10/01/2019 | 03/27/2020 | \$4000 | Principals |

Pontiac Academy for Excellence - Middle School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---|--|---|--------|---------------|------------|------------|-------------------|--|
| Middle School Reader's Workshop Implementation and Monitoring | ELA teachers in Middle School will use the Reader's Workshop Model for reading instruction on a daily basis. (Resources: Reader's Workshop materials and trade books). Staff will receive training in Reader's Workshop and ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal will monitor the use and implementation of Reader's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning | Tier 1 | Getting Ready | 08/26/2019 | 06/19/2020 | \$47000 | Principals, Director of Curriculum, Instruction, and Assessment, Director of Categorical Programs, School Improvement and Professional Development |
| Math Intervention Program | Research and identify a math intervention program. (Resources: program, materials and training) | Policy and Process, Materials, Supplemental Materials, Academic Support Program | Tier 3 | Getting Ready | 10/01/2019 | 01/01/2020 | \$40000 | Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |

District Improvement Plan

Pontiac Academy for Excellence

Pontiac Academy for Excellence - High School

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|--|--------|---------------|------------|------------|-------------------|---|
| High School After-school Credit Recovery Program | The District will provide options for struggling High School students to participate in after-school, summer school and weekend credit recovery courses. (Resources: salaries/materials/Edgenuity subscription) | Supplemental Materials, Academic Support Program | Tier 2 | Implement | 10/01/2019 | 06/12/2020 | \$25000 | Principal, Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment |
| Job-Readiness | Selected High School students will have the opportunity to participate in a job-readiness apprenticeship course in the areas of Science, Technology and trade through Lee Construction. (Resources: cost of course, transportation) | Career Preparation /Orientation | Tier 1 | Getting Ready | 10/01/2019 | 05/29/2020 | \$12150 | High School Principals, High School Counselor, High School College and Career Coordinator |
| Professional Programs | Select High School students will have the opportunity to enroll in a certificated Pre-Health Professional Program through the Dominican International Institute. (Resources: cost of course, transportation) | Career Preparation /Orientation | Tier 1 | Getting Ready | 10/01/2019 | 05/29/2020 | \$12150 | High School Principal, High School Counselor, High School College and Career Coordinator |
| Robotics | High School students will have the opportunity to join and participate in an afterschool Robotics program. (Resources: transportation, stipend for coach, materials/supplies) | Extra Curricular | Tier 1 | Implement | 10/01/2019 | 05/29/2020 | \$11159 | High School Principal, Robotics Coach |

District Improvement Plan

Pontiac Academy for Excellence

Pontiac Academy for Excellence - Elementary

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--|---|---|--------|---------------|------------|------------|-------------------|--|
| Elementary Reader's Workshop Implementation and Monitoring (k-5) | Staff in grades k-5 will use the Reader's Workshop Model for reading instruction on a daily basis. Staff will use the DRA test for identifying student's needs. (Resources: Reader's Workshop materials and trade books, DRA kits, testing materials, paper) New staff will receive training in Reader's Workshop in August 2019. Staff will be provided with ongoing coaching and modeling throughout the school year from a Literacy Consultant. Principal and District Curriculum Director will monitor the use and implementation of Writer's Workshop through ongoing walk-throughs, lesson plan reviews and grade-level meetings. | Direct Instruction, Walkthrough, Professional Learning, Supplemental Materials | Tier 1 | Implement | 08/26/2019 | 06/19/2020 | \$45000 | Director of Curriculum, Instruction, and Assessment, Principals, Director of Categorical Programs, Professional Development and School Improvement |
| Math Intervention Program | Research and identify a math intervention program. (Resources: program, materials and training) | Policy and Process, Materials, Supplemental Materials, Academic Support Program | Tier 3 | Getting Ready | 10/01/2019 | 01/01/2020 | \$40000 | Director of Categorical Programs, School Improvement and Professional Development, Director of Curriculum, Instruction, and Assessment, MTSS Coordinator |