



School Improvement Plan

Pontiac Middle School

Pontiac City School District

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 Goal 1: CULTURE & CLIMATE 2019/2020: PMS's Student Support Network Team will establish a climate and culture that supports all students academically, emotionally and socially. Focus will be placed on the three big ideas of attendance, academics, and behavior..... 51

 Goal 2: The school will install the instructional infrastructure system of the Blueprint to insure that high-quality curriculum, assessment and instructional practices are occurring within every building 58

 Goal 3: The school will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competency are placed within each of building. 91

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Representatives from all relevant stakeholders groups at Pontiac Middle School (including administrator, teachers, other school staff, students, and parents and community representatives were invited) to be involved in the preparation of the school's School System Review, School Data Profile, and School Improvement Plan. The School Improvement Team developed the Comprehensive Needs Assessment (CNA) in stages, during department, staff, and school improvement meetings. Parents were informed and involved during parent meetings. At the meetings, the information was handed out in a reader friendly manner, a translator was available, a principal was present to help parents understand and answer and questions. Department teams analyzed demographic, achievement, perception, and process/program data. Achievement data was gathered from assessments analyzed which included M-Step, Northwest Evaluation Association (NWEA) ACT Explore, ILC's, classroom assessments, common grade level assessments, and district assessments. Demographic data was interpreted from multiple sources: M-Step, NWEA, mobility, discipline, and attendance. Perception data was gathered from staff, student, parent, and community surveys. Process/Program data was analyzed using the School System Review, School Data Profile and the master schedule, Atlas-Rubicon, formal and informal monitoring of instruction, intervention data from Rising Stars, students at risk, Project Excel data, Title I Parent Curriculum Nights, discipline/referral data, BTN (Building Turnaround Network) data, and professional development data. Data collected was reviewed by the school improvement team, a consensus through voting was taken, agreed upon, and SIP was updated and merged with redesign plan. Once updated, it is presented to the staff to be finalized. The SIP is adjusted if changes are needed. The SIP is finalized as a living document.

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

The NWEA test is given three times a year. Pontiac Middles School has analyzed a three year trend to come up with areas of concerns. The Rasch Unit, (RIT Scale) is a curriculum scale developed by NWEA that uses the individual item difficulty values to estimate student achievement. RIT scores give the district a spectrum of grade level placement achievements. Advantages to the RIT Scale are that it can relate the numbers on the scale directly to the difficulty of items on the tests and it is equal interval. The Instructional Learning Cycle was administered four times during the 2015-2016 school year and three times during 2016-2017 and 2018-2019 school year M-Step was also analyzed and used from the Spring 2017 and 2018 test results. M-Step 2019 results are not yet available for this year. Once they have been fully released, we will update this document. While analyzing student data the school looks at the results of all three of the academic data mentioned above as well as grade level school-wide common assessments.

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

School goals are connected to priority needs and the needs assessment by collecting, analyzing and using various data sources, identifying needs from these sources and developing goals, strategies and activities based on those results. Teachers participate in PLC meetings by department and grade level, analyze data from M-STEP, NWEA, ILCs, district assessments, grade level school-wide common assessments.

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process data surveys, demographic and attendance.

The Pontiac Middle School goals reflect detailed gap analysis of academic, perception, process and demographic data which provide a clear and detailed focus for identifying our priority needs. M-STEP scores from last year were analyzed and once we receive next year's we will compare them with last year's results. NWEA three times a year, ILCs four times a year in Math, ELA, Science, and Social Studies and the data is used to identify areas of strength and weakness. Surveys are conducted with teachers, staff, parents/guardians, and students and results compared each year; program/process data is also collected and compared. Attendance data is evaluated and demographic data is collected and compared. Through the C.N.A. the goals are aligned to the schools priority needs.

Literacy:

The school goals connected to priority needs in literacy for all students in Pontiac's grades 7 and 8 will demonstrate proficiency in Literacy, (we added 6th grade this school year 2018-19), through the improved implementation of the Common Core State Standards for reading and writing. All teachers will work in Professional Learning Communities (PLC) teams that are organized by department and/or grade levels. Teachers develop integrated common lessons based on the use of data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting state standards. The following strategies will be used:

Strategy 1

College Ready Writers Program

Teachers will use CRWP to deepen students' understanding of informational text and use this knowledge to increase their ability to create effective argumentative writing.

Strategy 2

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' reading and writing content knowledge and their pedagogical content knowledge.

Strategy 3

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Literacy.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text
2. Data Literacy-found in informational text.
3. MTSS-Multi-Tiered Systems of Support (Like RTI)
4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

MATHEMATICS:

The school goals connected to priority needs in mathematics for all students in Pontiac's grades 7 and 8 will demonstrate proficiency through the improved implementation of the common core state standards for mathematical content.

All teachers will work in Professional Learning Communities (PLC) teams that are organized by department and/or grade levels. Teachers develop integrated common lessons based on the use of data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting state standards. The following strategies will be used:

Strategy 1

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' mathematical content knowledge and their pedagogical content knowledge.

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Strategy 2

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Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Mathematics.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text
2. Data Literacy-found in informational text.
3. MTSS-Multi-Tiered Systems of Support (Like RTI)
4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

SCIENCE:

The school goals connected to priority needs in science for all students in Pontiac's grades 7 and 8 will demonstrate proficiency in science through the implementation of improved teaching strategies to support visible learning of students with a focus on the science practices of engaging in argument from evidence, constructing explanations and designing solutions, and developing and using models while engaging students in productive discourse.

All teachers will work in Professional Learning Communities (PLC) teams that are organized by department and/or grade levels. Teachers develop integrated common lessons based on the use of data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting state standards. The following strategies will be used:

Strategy 1

Michigan Science Standards/Next Generation Science

Develop a middle school classroom culture that supports the new vision of science education. Teachers will align their teaching approaches, curriculum resources, and students' tasks with the vision. In addition, teachers will participate in systemic professional development for implementation of the Michigan Science Standards.

Strategy 2

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' science content knowledge and their pedagogical content knowledge.

Strategy 3

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Science.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text
2. Data Literacy-found in informational text.
3. MTSS-Multi-Tiered Systems of Support (Like RTI)
4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

SOCIAL STUDIES:

The school goals connected to priority needs in social studies for all students in Pontiac's grades 7 and 8 will demonstrate proficiency in Social Studies through the improved implementation of the Michigan Social Studies Content Expectations, the CCSS for Literacy in History/Social Studies, and the C3 Framework.

All teachers will work in Professional Learning Communities (PLC) teams that are organized by department and/or grade levels. Teachers develop integrated common lessons based on the use of data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting state standards. The following strategies will be used:

Strategy 1

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Pontiac Middle School use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' Social Studies content knowledge and their pedagogical content knowledge.

Strategy 2

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Social Studies.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text

2. Data Literacy-found in informational text.

3. MTSS-Multi-Tiered Systems of Support (Like RTI)

4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

EDUCATIONAL REFORM:

Pontiac Middle School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Collaborative Evaluation Process - School leaders will use a collaborative process for evaluating teachers and support staff that incorporates student growth as a significant factor and identifies strategies to support ongoing practice.

Identify and Reward Leaders and Teachers - Teachers who have been found to be effective at raising student achievement will be identified and rewarded. Recruit and Retain Staff - School Leaders will implement strategies designed to recruit and retain high quality staff.

Educational Reform: Pontiac Middle School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Research Based Instruction - Use data to identify and implement an aligned and research-based instructional program.

Blended Learning - PMS will implement blended learning courses to raise student achievement by increasing engagement around clearly aligned curriculum and standards.

Data to Inform and Differentiate Instruction - School Leaders will promote the continuous use of data to inform and differentiate instruction.

Increased Instructional Time - District and school leaders will establish schedules and strategies for increased instructional time (core subjects) and professional learning for teachers.

Technical Assistance and Related Support - School personnel will receive ongoing technical assistance and related support.

Field Trips - Students will attend field trips that enhance daily instruction

Family Community Engagement - Provide ongoing mechanisms for engagement of families and communities.

Implementation: Job Embedded PD - School Leaders will establish a system of on-going, high quality, job-embedded professional development that is based on research and aligns with the needs of students, staff, schools, and the district.

CULTURE AND CLIMATE:

Pontiac Middle School will establish a climate and culture that supports all students academically and socially through ambitious teaching.

Using the following strategies:

Strategy 1

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' Social Studies content knowledge and their pedagogical content knowledge.

Strategy 2

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in all subject areas in Pontiac Middle School culture and climate.

Support Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text

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2. Data Literacy-found in informational text.

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3. MTSS-Multi-Tiered Systems of Support (Like RTI)

4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

Positive Behavior Incentive Support (PBIS) - Staff will implement PBIS (Positive Behavior Incentive Support), an effective behavior support system, which promotes a proactive, positive, skill building approach for the teaching and learning of successful student behaviors. The school will provide multiple venues to encourage active participation for family and community engagement. The school will sponsor activities to help parents understand state standards and assessments.

Family and Community Partnerships - Staff will increase student achievement through family and community partnerships which will provide a direct correlation between school and home. These activities will be used as extensions in the implementation and delivery of instruction with children as well as monitoring of academic progress. This strategy supports the mission of the school to create lifelong learners and productive citizens, who can contribute and sustain a viable community.

Student Re-engagement - School staff will implement strategies designed to re-engage students who are disengaged in school.

Student Responsibilities - Students will communicate both formally and informally with staff.

Culturally Responsive Teaching - School staff will establish and implement culturally responsive instructional and organizational practices and routines.

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

The process used at Pontiac Middle School for identifying students in grades 7-8 experiencing difficulty mastering the State's academic achievement assessment standards is a Multi-Tiered System of Supports(MTSS)/Response to Intervention (RTI) which monitors student learning and provides necessary interventions utilizing the three tier system of support. The process begins with identifying academic benchmarks (power standards) and developing and using corresponding assessments. Next baseline data is disaggregated and analyzed to formulate results that are used along with local and state standardized assessment outcomes to determine At-Risk students. The proficiency levels for all assessments used in all five core subject areas to identify students in need of instructional support. Once these students are determined, based on the details of the analysis, teachers along with support from our Oakland Schools coaches, determine the appropriate skill based intervention model and strategies that would best assist all students as well as students who need to become proficient in the core content area curriculum.

Culture and Climate Goal: All students at Pontiac Middle School will be provided with a climate and culture that supports them academically and socially, and support the goals for the school on culture and climate, math and literacy.

In all areas of concern, teachers will use research based instruction to maximize student achievement as well as provide instructional behavior support along with intervention services. Tutoring funds will be utilized for before and after school computer lab to support student achievement. (Tier 2 and 3). Teachers will monitor student learning and provide necessary intervention through MTSS/RTI and provide three (3) tier system of both academic and behavior support. Staff will monitor students and implement the classroom rules using Positive Behavioral Interventions and Supports and provide incentive celebrations and activities. [Tier 1, 2, and 3]. Pontiac Middle School Building Turnaround Network (BTN) Leadership Team will review data on those students who are determined to be at risk due to attendance, behavior and academic issues and then design or select interventions/supports and services to address the student's' identified needs. PMS high priority concerns are, fighting, classroom insubordination and using technology, (cell phones and computers) inappropriately. Staff will increase student achievement through family and community partnerships. Staff will provide multiple venues to encourage active participation for family and community engagement. The school will sponsor activities to help parents understand state standards and assessments which will provide a direct correlation between school and home. These activities will be used as extensions in the implementation and delivery of Title I Schoolwide Diagnostic

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Pontiac Middle School instruction with children as well as monitor academic progress. This strategy supports the mission of the school to create lifelong learners and productive citizens, who can contribute and sustain a viable community. PMS will provide services such as transportation and supplies including uniforms to all identified homeless students. PMS staff will receive training and then implement strategies designed to re-engage students who are disengaged in school. Staff will establish and implement culturally responsive instructional and organizational practices and routines to not only address the whole school population but also the needs of children who are disadvantaged.

Literacy Goal: All students in Pontiac's grades 7 and 8 will demonstrate proficiency in Literacy through the improved implementation of the Common Core State Standards for reading and writing.

Strategy 1

College, Career and Community Ready Writers Program (C3WP)

Teachers will use CRWP to deepen students' understanding of informational text and use this knowledge to increase their ability to create effective argumentative writing.

Strategy 2

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' reading and writing content knowledge and their pedagogical content knowledge.

Strategy 3

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Literacy.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text
2. Data Literacy-found in informational text.
3. MTSS-Multi-Tiered Systems of Support (Like RTI)
4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

Mathematics Goal: All Pontiac students in 7th and 8th grade will demonstrate proficiency through the improved implementation of the common core state standards for mathematical content.

Strategy 1

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' mathematical content knowledge and their pedagogical content knowledge.

Strategy 2

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Mathematics.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text
2. Data Literacy-found in informational text.
3. MTSS-Multi-Tiered Systems of Support (Like RTI)
4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

Science Goal: Pontiac's grades 7 and 8 Science instructors will improve teaching strategies to support visible learning of students with a focus on the science practices of engaging in argument from evidence, constructing explanations and designing solutions, and developing and using models while engaging students in productive discourse. This will result in all 7th and 8th grade students showing a proficiency in Science.

Strategy 1

Michigan Science Standards/Next Generation Science

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Develop a middle school classroom culture that supports the new vision of science education. Teachers will align their teaching approaches, curriculum resources, and students' tasks with the vision. In addition, teachers will participate in systemic professional development for implementation of the Michigan Science Standards.

Strategy 2

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' science content knowledge and their pedagogical content knowledge.

Strategy 3

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Science.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text

2. Data Literacy-found in informational text.

3. MTSS-Multi-Tiered Systems of Support (Like RTI)

4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

Social Studies Goal: All students in Pontiac's grades 7 and 8 will demonstrate proficiency in Social Studies through the improved implementation of the Michigan Social Studies Content Expectations, the CCSS for Literacy in History/Social Studies, and the C3 Framework.

Strategy 1

Use Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' Social Studies content knowledge and their pedagogical content knowledge.

Strategy 2

Problem Solving Protocol

Use Pontiac School District's Problem-Solving Protocol to improve student performance in Social Studies.

Building Wide Initiatives/Strategies/Activities

1. Reading in the Content Areas-Informational Text

2. Data Literacy-found in informational text.

3. MTSS-Multi-Tiered Systems of Support (Like RTI)

4. Academic Vocabulary--A three-tiered system of instruction around the development of academic vocabulary. (This is the same as vocabulary building like we have done in the past.)

Educational Reform Goal: Pontiac Middle School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Pontiac Middle School students will benefit from PMS leaders that will establish a system of on-going, high quality, job-embedded professional development that is based on research and aligns with the needs of students, staff, schools and the district. Teachers will work in Professional Learning Communities (PLC's) to ensure the implementation and evaluation on the job embedded professional development. PMS staff will use data to identify and implement an aligned and research-based instructional program for all students and provide supplemental and specialized instruction for the at-risk student population. In all content areas the data collected from the instructional learning Cycles and classroom assessments will be used to identify and implement an aligned and research-based instructional program and inform and differentiate the instruction.

Component 2: Schoolwide Reform Strategies

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

LITERACY STRATEGIES:

The following strategies will be used:

Strategy 1: High Quality Instruction- Using the College Ready Writers Program teachers will learn about and use the instructional processes and procedures in C3WP to deepen students' understanding of informational text and use this knowledge to increase their ability to create effective argumentative writing. Teachers will also learn about and implement the Adolescent Accelerated Reading Initiative (AARI) as an intervention for students in need of Tier 3 instruction.

Strategy 2 Instructional Leadership Routines- Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' reading and writing content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Reading and Writing Teaching and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will result in improved student achievement in Literacy.

Strategy 3: Teacher Collaborative Routines- Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance in Literacy.

Strategy 4: Professional Learning- Teachers will receive training focused on Pontiac's Blueprint for Turnaround Framework, Ambitious Teaching Strategies, as well as, Teacher Competencies. In addition, the Institute for Research and Reform in Education (IRRE and HQI) will work with Pontiac Middle School teachers to learn about the Power 12 teaching strategies and practices designed to improve student engagement and learning.

MATHEMATICS STRATEGIES

The following strategies will be used:

Strategy 1: High Quality Instruction- Using Michigan Math Standards (CCSSM) to deepen students' conceptual understanding, procedural fluency and productive disposition to deliver high quality instruction.

Strategy 2: Instructional Leadership Routines- Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines we will deepen teachers' mathematics content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Mathematics Teaching and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will impact student achievement in mathematics.

Strategy 3: Strategy 3: Teacher Collaborative Routines- Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance in Mathematics.

Strategy 4: Professional Learning- Teachers will receive training focused on Pontiac's Blueprint for Turnaround Framework, Ambitious Teaching Strategies, as well as, Teacher Competencies. In addition, the Institute for Research and Reform in Education (IRRE and HQI) will work with Pontiac Middle School teachers to learn about the Power 12 teaching strategies and practices designed to improve student engagement and learning.

SCIENCE STRATEGIES:

The following strategies will be used:

Strategy 1: High Quality Instruction- Using Michigan's Next Generation Science Standards to develop a middle school classroom culture that supports the new vision of science education. Teachers will align their teaching approaches, curriculum resources, and students' tasks with the visions. In addition, teachers will participate in systemic professional development for implementation of the Michigan's Next Generation
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Science Standards resulting in high quality instruction.

Strategy 2: Instructional Leadership Routines- Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' Science content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Science Teaching and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will result in improved student achievement in Science.

Strategy 3: Teacher Collaborative Routines- Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance in Science.

Strategy 4: Professional Learning- Teachers will receive training focused on Pontiac's Blueprint for Turnaround Framework, Ambitious Teaching Strategies, as well as, Teacher Competencies. In addition, the Institute for Research and Reform in Education (IRRE) will work with Pontiac Middle School teachers to learn about the Power 12 teaching strategies and practices designed to improve student engagement and learning.

SOCIAL STUDIES STRATEGIES:

The following strategies will be used:

Strategy 1: High Quality Instruction- Using Michigan Social Studies Content Expectations, the CCSS for Literacy in History/Social Studies, and the C3 Framework teachers will design, implement, and monitor engaging learning experiences designed to deepen students understanding resulting in proficiency in Social Studies.

Strategy 2: Instructional Leadership Routines- Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines to deepen teachers' Social Studies content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Social Studies Teaching and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will result in improved student achievement in Social Studies.

Strategy 3: Teacher Collaborative Routines- Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance In Social Studies.

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Strategy 4: Professional Learning- Teachers will receive training focused on Pontiac's Blueprint for Turnaround Framework, Ambitious Teaching Strategies, as well as, Teacher Competencies. In addition, the Institute for Research and Reform in Education (IRRE) will work with Pontiac Middle School teachers to learn about the Power 12 teaching strategies and practices designed to improve student engagement and learning.

EDUCATIONAL REFORM:

Pontiac Middle School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Research Based Instruction:

Use data to identify and implement an aligned and research-based instructional program.

Blended Learning: PMS will implement blended learning courses to raise student achievement by increasing engagement around clearly aligned curriculum and standards.

Data to Inform and Differentiate Instruction: School Leaders will promote the continuous use of data to inform and differentiate instruction.

Field Trips: Students will attend field trips that enhance daily instruction.

Family Community Engagement: Provide ongoing mechanisms for engagement of families and communities.

Implementation: Job Embedded PD: School Leaders will establish a system of on-going, high quality, job-embedded professional development that is based on research and aligns with the needs of students, staff, schools, and the district.

CULTURE AND CLIMATE STRATEGIES:

The following strategies will be used:

Strategy 1: PBIS Recharged - Positive Behavioral Interventions and Supports- Staff will implement PBIS Recharged, an effective behavior

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support system that promotes a proactive, positive, skill building approach for the teaching and learning of successful student behaviors. The school will provide multiple venues to encourage active participation for family and community engagement.

Strategy 2: Building Trusting Relationships- Advisory Program. Pontiac Middle School and will explore, create and implement an Advisory program that will build a positive school culture to support academics, behavior, and attendance.

Strategy 3: Mentorship Program- Staff at Pontiac Middle School will be paired with students who exhibit Tier 2 or Tier 3 attendance issues to build a positive relationship that will support the skills needed for educational success.

Strategy 4: Wellness Blueprint- the Student Support Network (SSN) is the collective effort of all adults in the organization to utilize the structures, supports and processes to skillfully and effectively address the non-academic needs of all students served by the district. This consists of: Behavioral Interventionists, At-Risk Social Workers, School Social Workers, Psychologist, Teen Health Center, CHAMPS/PBIS, Recharged, Department of Human Services, Pontiac Youth Assistance, Counselors, Easter Seals, Relationship Time.

Strategy 5: Parent University- Parent University is a community collaboration to help parents become full partner in their child's education. We connect parents to resources and support partnership of families, schools and communities.

Strategy 6: Building Cultural diversity in the School Community- The staff at Pontiac Middle School will create and implement strategies and activities that will incorporate cultural awareness and will honor the diversity present in our community

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

The Pontiac School District has adopted the Blueprint Schools Turnaround Framework to promote educational equality and improve life outcomes for students. This Turnaround Framework is based on core strategies that have been identified through data analysis that are the biggest drivers that is affecting student achievement.

Pontiac Middle School is dedicated to many school wide strategies that staff/district has selected, (strategies are stated in question one.) All teachers agreed to use these research-based instructional strategies from the Blueprint for Turnaround and IRRE with fidelity to promote and maximize student achievement. PMS staff declared MTSS as a school-wide reform strategy where all teachers will monitor student learning and provide necessary interventions utilizing the three-tier system of support. Teachers will incorporate the quality of instruction through differentiated instruction techniques, including flexible grouping, interventions and extensions that are designed and/or selected based on formative and summative assessments results to meet the needs of all students. Teachers will provide three (3) tier instruction.

Tier 1: All students will receive daily instruction in all academic subjects with established outcomes for skill development of targeted areas meeting minimal levels of performance (whole class).

Teachers work collaboratively in PLC's to plan all of the content areas of instruction. Following universal screening, students are grouped into three categories: Core, Strategic, and Intensive. All students are provided core instruction. In addition to this, our Core level students are provided enrichment and extension activities to promote the highest levels of growth.

Tier 2: (Quantity of Instruction) Students in this group will receive additional supplemental intervention, through smaller group instruction three days a week in 30 minute sessions focusing on a continuum of skill acquisition. Every other week monitoring will assess the students.

Tier 3 (Quantity of Instruction) Students in this group will spend forty-five minutes five days per week receiving Math and Reading intensive instruction. Special Education students are also included in the Tier 3 process since they are in co-teaching classrooms for core content courses. Reading and Math intervention courses are offered to the Tier 3 students which are in addition to students' regular Language Arts and Math courses. Students take the courses in place of an elective class. Quantity of instruction is also provided to students through tutoring after school.

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

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Research-based reform strategies in the school-wide plan align with the findings of the needs assessment as the strategies target our needs to increase reading, writing, mathematics, science, and social studies for all students through the Multi-Tier System of Support. The strategies selected will meet the needs of the targeted population, as well as connecting to the priority areas.

READING, WRITING, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES STRATEGIES:

Pontiac School District's Blueprint for Turnaround- Through the use of the Instructional Infrastructure, Instructional Leadership Routines, Teacher Collaborative Routines, Teacher and Principal Turnaround Competencies, and High Quality Instructional practices PMS will be placing emphasis on teaching and learning.

Multi-Tiered System of Support (MTSS): The Multi-Tiered System of Support (MTSS) is an integral part of Michigan's Top 10 in 10 strategic plan. All teachers will establish and implement with fidelity a high-quality Multi-Tiered System of Supports (MTSS). They will monitor student learning and provide necessary intervention through MTSS, utilizing the three-tier system of support. This program will be Implemented, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

Differentiated Instruction: All teachers will differentiate instruction in mathematics based on student learning data and will provide direct instruction in mathematics, as appropriate, through multiple differentiated instructional strategies. This strategy will help all students as well as students with deficiencies.

Professional Learning Communities (PLC): All teachers will work in PLC teams that are organized by department and/or grade levels. Teachers develop common lessons based on the use of data to identify students' needs, plan differentiated instruction based on learning targets, monitor students' learning and provide interventions for those students not meeting state standards.

Data Driven Instruction: Through the use of Illuminate and the PSP, (Problem Solving Protocol), all teachers will improve the use of multiple data sources, collection methods, and frequency of data analysis using formative and summative assessments in order to identify low achieving students and provide supplemental learning services across the curriculum. The process begins with identifying academic benchmarks (power standards) and developing and using corresponding assessments. Next, baseline data is disaggregated and analyzed to formulate results that are used along with local and state standardized assessment outcomes to determine At-Risk students. The proficiency levels are used for all assessments in all five core subject areas to identify students in need of instructional support. Once these students are determined, based on the details of the analysis, the teachers, along with support from our Oakland Schools consultants, determine the appropriate skill based intervention model and strategies that would best assist all students as well as students who need to become proficient in the core content area curriculum.

PBIS: All staff will implement Positive Behavior Incentive Support (PBIS), an effective behavior support system, that promotes a proactive, positive, skill building approach for the teaching and learning of successful student behaviors. This is not only going to help all students, this will help students that need strong support for making positive behavioral changes. It will ensure a safe, secure learning environment for all members that are respected and responsible.

Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy. District and building leaders will provide Professional Learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.

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

The District structures incorporated in the Blueprint for Turnaround provides Pontiac Middle School with the processes needed to meet the needs of all students. The Blueprint for Rapid Turnaround is an opportunity for the PSD to create urgency and leverage systemic support for the dramatic improvement and sustainability of student and teacher performance. It is designed to create a stronger systemic focus on and

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support of high quality teaching and high levels of student learning.

The Blueprint for Rapid Turnaround is grounded in the research of experts in reform research, but takes their work on specific elements [created in isolation] and connects them to each other to create a powerful, systemic approach that will challenge the status quo, base the organization's decisions on what is needed to support student learning for all students, and provides the support and guidance needed to realize and sustain dramatic improvement.

Strategies in the school-wide plan provide a level of interventions for students who need the most instructional support in all major subgroups participating in the school-wide program through findings from Assessment data. The strategies target the weaknesses that we will focus on to help increase academic achievement in reading, writing, mathematics, science, and social studies for all students. All teachers monitor student learning and provide necessary intervention through MTSS, utilizing the three-tier model.

The majority of Pontiac Middle School students are not achieving at grade level nor scoring proficient on the MSTEP or other standardized assessments. As a Title I school, 75 percent (73% Free and 2% Reduced Lunch) of the student population is disadvantaged and this is taken into consideration while writing goals and planning programs to address the specific needs of our students. There is approximately a ten percent or less gap between the disadvantaged and the advantaged students.

READING/WRITING STRATEGIES:

All teachers will monitor learning and provide necessary intervention through a Multi-Tiered System of Supports (MTSS/), utilizing the three tiered system of support.

Activity - Collaboration and Co-Teaching: Special Education and General Education teachers will implement co-teaching in core courses(ELA, Mathematics, Science, Social Studies, and Writing) [Tier 2 and 3]

Activity - Reading Intervention (Tier 3): Teachers will identify struggling readers for intervention through progress monitoring. [Tier 2 and 3]

Activity - Corrective Reading Program: A reading intervention class implementing the use of the Corrective Reading Intervention Program will be scheduled for students who need intensive reading support. [Tier 3]

Activity - Developmental Reading Assessment: Intervention Reading teacher will use the Developmental Reading Assessment as a tool to determine reading level and plan for students targeted for intervention. [Tier 2 and 3]

Strategy: Teachers will teach students how to use high-leverage literacy strategies.

Activity - Small Group Instruction: Teachers will utilize small group instruction to help students increase reading comprehension skills. [Tier 2 and 3]

Activity - Intervention Specialist: Reading Intervention Specialist will instruct eligible students in a reading course that is offered in addition to students' required Language Arts course. [Tier 2 and 3]

Activity - Teachers will meet in PLC's to progress monitor the ILC and grade level assessments and analyze data to strategically plan which students should receive Tier 2 and 3 support. Teachers will meet in PLC's/Data teams for at least two hours per month to implement the Instructional Learning Cycle (ILC) and collaboratively plan units/lessons/assessments from the curriculum using district approved resources (ARRI). Lessons will incorporate strategies learned through PD.

Strategy: Bilingual tutors will provide supplemental language support to English Learners during classroom and/or supplemental instruction to support students in accessing the district's curriculum.

Activity - Pontiac Middle School will provide Pd for ELL teachers/Bilingual Tutors in selected intervention programs and instructional methods,as appropriate.

[Tier 2]

Activity - Teachers will meet in PLC's to progress monitor the ILC and grade level assessments and analyze data to strategically plan which students should receive Tier 2 and 3 support. Teachers will meet in PLC's/Data teams for at least two hours per month to implement the Instructional Learning Cycle (ILC) and collaboratively plan units/lessons/assessments from the curriculum using district approved resources (ARRI and/or C3MP). Lessons will incorporate strategies learned through PD.

MATHEMATICS STRATEGIES:

All teachers will monitor student learning and provide necessary intervention through a Multi-Tiered System of Supports (MTSS) model

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utilizing the three-tier system of support.

Activity - Support Services: Provide instructional support and intervention services to support identified students in achieving proficiency in application and reinforcement across the curriculum before, during or after school. [Tier 2 and 3]

Activity - Tutoring: Tutoring funds for a before and after school computer lab to support all levels of math learners with requirements for those in Tier 2 and 3.

Activity - Intervention Strategies: Selection process will focus on the average academic student who through the intervention strategies taught could become the high achieving student. [Tier 2 and 3]

Activity - Math teachers will be provided training on use of tiers from RTI to aid in the success for student achievement for At-Risk students. [Tier 2 and 3]

Activity - Teachers will provide supplemental instruction and specialized services/supports and/or accommodations for students who are performing below grade level and students with special needs, including supplemental instruction as an elective Intervention class. Teachers will provide instructional support and intervention services to support identified students in achieving proficiency before, during, and after school as well as Saturday School. [Tier 2 and 3]

Strategy:

Teachers will implement a guaranteed and viable standards based curriculum in improved mathematics instruction to deepen student understanding of mathematical concepts. Teachers will use Researched-Based Instructional strategies with fidelity to promote and maximize student academic achievement.

Activity - Teachers will meet in PLC's to progress monitor the ILC and grade level assessments and analyze data to strategically plan which students should receive Tier 2 and 3 support. Teachers will meet in PLC's/Data teams for at least two hours per month to implement the Instructional Learning Cycle (ILC) and collaboratively plan units/lessons/assessments from the curriculum using district approved resources (ARRI and/or C3WP). Lessons will incorporate strategies learned through PD.

SCIENCE STRATEGIES:

All teachers will monitor student learning and provide necessary intervention through a Multi-Tiered System of Supports (MTSS) model utilizing the three-tier system of support.

Strategy:

All science teachers will implement a viable inquiry-based science curriculum that is aligned to state academic standards in science and supports the CCSS in literacy and numeracy.

Activity - Teachers will meet in PLC's to progress monitor the ILC and grade level assessments and analyze data to strategically plan which students should receive Tier 2 and 3 support. Teachers will meet in PLC's/Data teams for at least two hours per month to implement the Instructional Learning Cycle (ILC) and collaboratively plan units/lessons/assessments from the curriculum using district approved resourced. Lesson will incorporate strategies learned through PD. [Tier 2 and 3]

Activity - The Science Intervention Specialist will instruct eligible students in a science course that is offered in addition to their required science course. [Tier 2 and 3]

Activity - Teachers will provide differentiated instruction for all learners and will supplement instruction, as needed, for students who are having difficulty mastering grade level content, including special populations. Bilingual tutors will work with ELL students as well as individualized small groups for Special Education students.

SOCIAL STUDIES STRATEGIES:

All teachers will monitor student learning and provide necessary intervention through a Multi-Tiered System of Supports (MTSS) model utilizing the three-tiered system of support.

Strategy:

Teachers will use best practice instructional strategies to increase student achievement and engagement while maintaining a high expectation for learning in social studies.

Activity - Teachers will meet in PLC's to progress monitor the ILC and grade level assessments and analyze data to strategically plan which

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students should receive Tier 2 and 3 support. Teachers will meet in PLC's/Data teams for at least two hours per month to implement the Instructional Learning Cycle (ILC) and collaboratively plan units/lessons/assessments from the curriculum using district approved resources.

Strategy:

Teachers will implement a guaranteed and viable, standards-based, inquiry-driven social studies curriculum.

Activity - The social Social Studies Intervention Specialist will instruct eligible students in a social studies course that is offered in addition to their required social studies course. [Tier 2 and 3]

Activity - Teachers will provide differentiated instruction for all learners and will supplement instruction, as needed, for students who are having difficulty mastering grade level content, including special populations. Bilingual tutors will work with ELL students as well as individualized small groups of Special Education students.

EDUCATIONAL REFORM STRATEGIES:

Strategy:

Pontiac Middle School will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Activity - PMS building leaders will participate with the district wide Curriculum Committee to conduct a review of the district's curriculum and instructional resources to determine alignment to State Standards (Common Core).

Activity - Teachers/PLC's will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery, and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.

Strategy:

School Leaders will promote the continuous use of data to inform and differentiate instruction.

Activity - PLC's (2 hours once a month and 1 hour 3x/month) will use problem-solving/data protocols aligned to Michigan's Standards to guide job-embedded professional learning and implementation of ILC assessments.

Activity - PMS and District leaders will consult with OS to design, revise and or select common formative assessments to monitor student progress toward mastery of the district's identified "essential skills."

Activity - Teachers/PLC's will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps.

Strategy:

District and school leaders will establish schedules and strategies for increased instructional time (core subjects) and professional learning for teachers.

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

The school determines how the needs of students are met by evaluating the data of researched-based testing such as our state assessment, NWEA, and common assessments. Pontiac Middle School analyzes data in our PLC's using the Problem-Solving Protocol.

Data is available to all teachers through the use of Illuminate, the district's data warehousing system.

We progress monitor our ILC (Instructional Learning Cycle) grade level assessments as well as our common assessments every six to eight weeks. The NWEA is given three times a year and the state assessment is administered once a year. The Adolescent Accelerated Reading Initiative program will provide data sources along with teacher input and students' grades to allowing us to determine who is in need of Tier 2 and 3 support and to evaluate how the students' needs are being met.

Student progress is reviewed in our PLC meetings. The School Improvement Team, departments, grade levels, and Instructional Support Team all analyze the data and monitor student progress to see that there is growth from the start of intervention supports. The Instructional Support Team along with the Intervention teacher and Intervention Specialist will progress monitor the students receiving

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intervention support. This will take place after each administration of the state assessment, NWEA, ILC assessments and grade-level assessments.

The proficiency levels that will show that students are making progress:

- ~ Disaggregation of MSTEP scores - Level 1 and 2
- ~ Grade level common assessments - 70% or above
- ~ NWEA Maps scores (administered three times per year) - At or above grade level RIT Score in each of the subject areas
- ~ Instructional Learning Cycle (a minimum of quarterly) - At or above proficient ~ Report card grades - C and above

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	Approximately 18% of our staff have subs teachers; the sub teachers taught primarily in the elective courses, (art and technology), one in ELA (6th grade) and three in the special ed. resource classrooms.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The turnover rate for teachers was 17% from 2017 to 2018. This was due to low teacher salary compared to other districts in the surrounding areas and a high number of teachers leaving during the year. The data for the 2018-19 is not available.

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

Our teaching staff has an average of 10 years or more teaching experience. Seventy-six percent of our teaching staff has a Masters Degree or higher. Highly Qualified Teachers: Number of Years Teaching

Total number of teachers: 27

0-3 years: 1 teachers (1%)

4-8 years: 2 teachers (7%)

9-14 years: 17 teachers (63%)

15+ years: 8 teachers (30%)

B.A./B.S. = 6 teachers

Masters Degree = 18 teachers Ed Specialist Degree = 3 teachers

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

Pontiac School District's Blueprint for Turnaround Talent Management Process: A turnaround teacher prepares and plans high-quality lessons in assigned content areas; creates a learning environment that supports students emotionally, physically, and academically and integrates the linguistic and cultural diversity of all students. A turnaround teacher engages students in learning; assesses such learning in a myriad of ways and creatively reflects on their teaching practices. A turnaround teacher will strive to improve as a professional, demonstrating measurable growth, actively contributes to the professional learning community, and regularly communicates with students, staff, families and neighboring community partners. A turnaround teacher demonstrates the aforementioned competencies for the benefit of accelerated student performance. Specific strategies to attract and retain HQ teachers:

Pontiac Middle School teachers pride themselves on creating healthy relationships and providing students with incentives and recognition through Positive Behavior Support.

Pontiac Middle School has collective and collaborative decision making.

Pontiac Middle School has collegiality.

Pontiac Middle School teachers are committed to create a safe and secure working environment.

Pontiac Middle School provides professional development in best practices through national, state, and local resources to include ISD workshops.

Pontiac Middle School provides desktop computers for staff and chromebooks for students.

Pontiac Middle School has advanced technology with training and support. Principals reward and recognize staff throughout the school year.

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

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

1. Posting vacancies on a variety of websites and platforms including JobSpot, MASA website, Indeed.com, WSU, Michigan State Univ, Oakland University, relevant subject matter State organizations (Michigan Music Teachers Association, Michigan Association for Special Educators, for example), Oakland County Applitrak.
2. Candidates are interviewed by a team from Human Resources and the principal or designee of the selected school. In addition there are three phases to the interview process: Round 1: interview; Round 2: Behavioral and Performance Task Interview; Round 3: Fit To School (Candidate tours and job shadows for a portion of the day to determine if a fit is found).
3. We look for applicants that have experience with urban school districts, especially our student Interns who are in an Urban Cohort, these students have proven to be some of our most successful hires.
4. We pair each new teacher with a subject matter mentor and give them specific time to foster a safe relationship where they can exchange concerns and support the new staff member. We hope to be able to give a stipend to the mentors, and will move forward with doing so in the 2018-2019 school year.
5. We orient new staff on basic District information including; student attendance /grade processes, evaluation, Human Resource supports, and district technology use. This creates a good foundation for new staff.
6. Onboarding will take place at the Curriculum and School site level to reach out to all new staff the first, third and 6th week of employment to see how things are going and to let them know we are there to support their efforts.
7. When an employee resigns, we do a brief written exit interview to see what we can improve upon for the next hire.
8. Provide an opportunity to earn a retention bonus
9. Provide an opportunity to receive a recruitment bonus

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

The school leaders have provided initiatives designed to lower the turn around rate and to retain high quality staff. They feel that in order to lower the turn-around rate and to help meet the needs of students, they will provide staff opportunities for career growth and promotion, including but limited to:

- a. Special assignments: SIT, Instructional Leadership Team, Building Assessment Coordinator, Building Data Specialist, Department Head, and Professional Development Trainer
- b. Participation on district-wide leadership committees/teams including the Curriculum Committee
- c. Administrators will establish positive repertoire with teachers, encourage teachers to be contributing stakeholders by initiating such awards as 'teacher of the year' picture posted, recognition ceremonies, name sent to school board, special parking spot, supplemental materials, additional planning time, staff social activities to promote collegiality, and daily/weekly/or monthly in-school announcements. Administration rewards and recognizes staff during staff meetings. School leaders, with the help of the district, will implement outreach activities to recruit HQ staff for open positions through job fairs, announcements in newspapers, posting on local, ISD and state websites.

Component 5: High Quality and Ongoing Professional Development

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

Pontiac Middle School used their school improvement plan, as well as, district created initiatives to create a written professional development plan that identifies ongoing, sustained professional development which is aligned to the Goals, Objectives, Strategies and School-wide Reform Model.

District professional development activities are also aligned to the school's comprehensive needs assessment and School-wide Reform Model. Pontiac Middle School not only provides professional development for their staff, but also provides coaching to help in implementing the professional development they have received. Oakland Schools Coaches, and PMS Instructional Coach provide ongoing PD support in planning curriculum/assessments as well as videotaping lessons to share at grade level and staff meetings. Utilizing a walk-through by the instructional leaders, areas are identified where teachers need additional professional development that will build on the initial PD. The school also assigns teachers to be trainers of trainees to help build and sustain the professional initiatives. The school improvement plan is a five year plan and so the professional development activities will be provided over time. The professional Development Calendar attached will focus on the PD for the 2018-2019 school year. Teachers have already received some of the PD below and will now be receiving ongoing support from coaches and trainers of trainees to help implement the strategies with fidelity.

Curriculum/Strategies:

~ IRRE Power 12 Strategies

-HQI

- Ambitious Teaching Strategies from the Blueprint for Turnaround

~ Thinking Maps

~ Cornell Notes

-CMP

~ Reading in the Content Areas

- C3WP(College and Career Ready Writers program)

~ ATLAS Rubicon

- MTSS Instructional Strategies and Practices

~ Co-teaching

~ Professional Learning Communities

~ Manipulatives

~ Intervention Strategies Training

~ Problem Solving Strategies

- Lesson Planning

~ Understanding and using state writing rubrics

~ Integrating Writing Across-Curriculum

~ Differentiated Instruction

~ Content Specific Academic Vocabulary Instruction

~ Project-Based Learning

~ Q & A Relationship

-Technology Strategies:

-Title I Schoolwide Diagnostic

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- ~ ATLAS Rubicon
- ~ Promethean Board
- ~ Differentiated Instruction
- ~ MTSS
- ~ Graphing calculators
- ~ Geometer's Sketch Pad
- ~ Khan Academy
- ~ Chromebook
- Technology Enhanced Instruction

Assessment Strategies:

- ~ NWEA
- ~ State Assessment
- ~ Professional Learning Communities (PLC)
- Subject Specific Common Assessments
- ~ Formative and Summative Assessment and Rubric Development and Design
- ~ Mathematics Assessment Project (MAPS)
- ~ MTEP

Culture and Climate Strategies:

- ~ Teaching Urban Students
- ~ Working with parents and community
- Parent University
- Wellness Blueprint
- Mentoring Program

Professional Development that will be provided to teachers during the 2018-2019 school year:

- ~ DTN Blueprint Turnaround-Instructional Infrastructure, Instructional Leadership Routines, Teacher Turnaround Competencies, Ambitious Teaching, High Quality Instruction, Teacher Collaborative Routines
- ~ Multi-Tiered System of Supports
- ~ Project-Based Learning
- Data Literacy
- Technology Enhanced Instruction
- Book Studies in Math
- Building Cultural Diversity in the School Community
- ~ Common Core and Essential Standards Sessions
- ~ Reading in the Content Areas
- AARI-Adolescent Accelerated Reading Initiative
- ~ NGSS- Next Generation Science Standards
- ~ Alternative Learning Center
- ~ Social Studies Curriculum
- ~ PBIS
- ~ Parent University
- Mentorship Program
- ~ State Assessment
- ~ Applets
- ~ Solitary Document Cameras

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~ Digital Storytelling

~ Illuminate

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

Pontiac Middle School uses the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives, Strategies and School-wide Reform Model. The specific professional development activities are included as Activities under the Goals section. District professional development activities that align to the school's comprehensive needs assessment and implementation of the Blueprint Framework for instruction are also included in the school-level Activities section. Pontiac Middle School not only provides professional development for their staff but also provides coaching to help them in implementing the professional development they have received. Coaches provide ongoing PD support in planning curriculum/assessments as well as video taping lessons to share at grade-level and staff meetings. Utilizing a walk-through by the instructional leaders, areas are identified where teachers need additional professional development that will build on the initial PD. The school also assigns teachers to be trainers of trainees to help build and sustain ongoing professional activities. (Question in component 5.1) has a list of the professional development already received that the school focuses on with ongoing support.

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

Component 6: Strategies to Increase Parental Involvement

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

Parents are active participants in the design, implementation and evaluation of the school-wide plan, including the School Improvement Plan, Title 1 Budget meetings, Parent Policy Compact and Parent Improvement Policy and other programs and services that are essential for the academic success of our students. Parents have opportunities to provide input on the development and evaluation of the plan/programs through the parent advisory committee and parent surveys administered throughout the school year. Representatives from all relevant stakeholders groups at Pontiac Middle School / International Technology Academy (including administrator, administration staff, teachers, other staff, students, parent, community representatives) were involved in the preparation of the school's School System Review, School Data Profile and School Improvement Plan. Through the Building Turnaround Network (BTN) School Improvement Goals were developed in stages in department, staff, and school improvement meetings. Parents were informed during monthly parent meetings. At the meetings, the information was handed out in a reader-friendly manner, a translator was available, a principal was present to help parents understand and answer any questions. Parents have opportunities to provide input on the development and evaluation of the plan /programs through the parent advisory committee and parent surveys administered throughout the school year.

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

1. Parents can be involved in the implementation of the Comprehensive Needs Assessment (CNA) by attending BTN and data meetings. A calendar is developed in August to give to parents with all the dates for the school year. We also send reminder notes home prior to each upcoming meeting.

-Through the BTN the Comprehensive Needs Assessment (CNA) was developed in stages, in department, staff, and BTN meetings. Parents were informed and involved during monthly parent meetings. At the meetings, the information was handed out in a reader-friendly manner, a translator was available, a principal was present to help parents understand and answer any questions. Parents were allowed, at that time, to give input as well.

-Perception data was gleaned from staff, student, parent, and community surveys. Process/program data was analyzed using the School System Review.

-School Data Profile includes the master schedule, Atlas-Rubicon, formal and informal monitoring of instruction, intervention data from our student Leadership Group, students at risk, Project Excel data, Title I Parent Curriculum Nights, discipline/referral data and professional development evaluations. Data collected was reviewed by the school improvement team, a consensus through voting was taken, agreed upon and SIP was updated.

2. School-wide Reform Strategies

-Parents are involved on the School Improvement Team/BTN and the entire school improvement process.

3. Instruction by Highly Qualified Staff

-Parents are involved on the School Improvement Team/BTN and the entire school improvement process.

4. Strategies to Attract Highly Qualified Teachers

-Parents are involved in the collective and collaborative decision making process via the School Improvement Team/BTN and the entire school improvement process.

-Parents' voluntary involvement/support with supporting teachers in the classrooms, on field trips, during assemblies, hall duty, cafeteria, offices and other locations on the school campus, promotes a safe and secure working environment.

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

All parents are invited to a meeting to review the School Compact to make any changes necessary. Then it is provided to all parents at Open House and Parent and Teacher Conferences. Students and teachers are also given a copy to review and sign. At Pontiac Middle School we have three parents who are actively involved in the BTN/School Improvement Team. All parents have opportunities to provide input on the development and evaluation of the plan / programs through the parent advisory committee, Parent/Teacher Conference, (twice/year) and parent surveys administered throughout the school year. Additionally, the plan is reviewed annually with various parental groups to ensure that all stakeholders have a voice in the development of the plan. The school improvement team / BTN compiles the information from surveys and parent meetings and shares the information with staff for additional input. This feedback is used to modify the plan to address any areas of need or concern. The school will provide parents assistance in understanding the State's academic content standard, state student academic achievement standards and State and local academic assessments . Parents will learn how to monitor the child's progress and become an active participant in making decisions. With the BTN, parents will be involved in data analysis to determine if the strategies have been effective, if student achievement has increased and if there needs to be revisions in the plan. Parents are also involved in working with the team when using the new Program Evaluation Tool to evaluate one of the Title I programs that the school is implementing.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		

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

ESEA Section 1118 "(e)" Building Capacity for Involvement. To ensure involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

"(1)" shall provide assistance to parents and children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, state and local academic assessment, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

PMS is committed to parent/student/teacher communication Midterm progress reports go home each marking period and report cards go home every ten weeks, with the exception of the ITA high school which is on the six week track. Graded student work goes home each Friday. Teachers and parents communicate by the students planner regularly, email each other, and call each other. Four times a year we

Label Assurance Response Comment Attachment
4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? Yes Pontiac Middle School insures that there is a school-wide Parent Involvement Policy. This policy meets ESEA requirements of Section 1118. The policy is attached at the end of the School Improvement Plan. Title I Schoolwide Diagnostic Label Assurance Response Comment Attachment 4. Does the school have a Title I Parent Involvement 4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)? Yes Pontiac Middle School assures that there is a school-wide Parent Involvement Policy. This policy meets ESEA requirements of Section 1118. The policy is attached at the end of the School Improvement Plan. Parent Title 1 Involvement have curriculum family fun night to assist parents in understanding the state's content standards and assessments and how to monitor their child's progress. All PMS teachers, parents, and students are asked to sign a compact

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agreement (which includes Title I programming

information) outlining and addressing a true partnership for learning between the home and school. The compact is given during our annual Open House. "(2)" shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

PMS encourages parents to participate and collaborate in every aspect of the education process such as BTN team, Title I Parent workshops to provide materials and training to help parents work with their children and meetings to build effective parent involvement which meets once each month; all of which includes childcare provisions for parents. These workshops/meetings also provide opportunities for participation of parents with limited English proficiency or disabilities and for parents of migratory students; we collaborate with and use the assistance of the district's bilingual department. From these workshops school staff obtains feedback from participants and studies the results along with other evidence to evaluate the effectiveness of these workshops. Each month a parent newsletter and calendar (All Stars) goes home using parent-friendly language, free of educational jargon to be easily understood by everyone allowing parents to be active participants and contributors in their children's' education. These are also provided in Spanish. The following workshops for parents are planned and materials will be provided on the following topics:

- Parent Math Training in Evidence-based Intervention strategies, math games and technological learning programs for at-home use.
- Parent Seminars centered around Project and Problem Based Instruction, State Assessment, Common Core, College Readiness, Career Paths, and the mathematics requirements and applications for each.
- Parent Workshop geared toward parents of at-risk students to inform parents of strategies and incentives to help their child increase his or her academics.
- Literacy Workshop to inform and provide parents of research-based writing strategies to help them assist in the improvement of their child's writing skills.
- Literacy Workshop to inform and provide parents of materials and skills to use at home to reinforce their child's reading comprehension.

"(3)" shall educate teachers, pupil services personnel, principals, other staff, with the assistance of parents, on the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; In order for all staff at PMS to maximize the use of the time they have with parents, we are providing training for staff to build effective parent involvement, as well as workshops provided by staff to help parents understand the state standards and work with their children toward increased academic achievement will be provided throughout the school year. Some of the topics we discuss are:

- Curriculum
- Communication
- Providing resources

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- Academics
- How to share data / assessment
- Rules and policy of the school (Student Code of Conduct)
- Organization skills

"(4)" shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start Reading First, Early Reading First, Even Start, the Home Instruction Program for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and other activities such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

PMS provides parents with a parent resource area in the Media Center with books for parents to check out that will help them in the education of their children. The staff also offers educational family nights in the four core areas throughout the school year. Title I parent

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meetings provide guest speakers throughout the year that present topics that support student achievement as well as communication between school and home. PMS engages in several activities designed to assist transitioning students between 5th and 6th grades and between 8th and 9th grades. The school counselor works with parents and students to coordinate their transition and to plan academic schedules. Incoming 6th grade parents are invited to evening parent orientation and are advised of course offerings that would help their students in preparing for success in their 6th grade curriculum. Parents are also invited to Title I parent meetings. Eighth grade parents with their students are invited to an evening parent orientation and are advised of course offerings as well as the 9th grade curriculum and class choice offerings for the fall. Parents are also invited to the High School Title I meetings.

"(5)" shall ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language that parents can understand;

PMS sends all communication home using parent-friendly language, free of educational jargon to be easily understood by everyone allowing parents to be active participants and contributors in their children's education. These documents are also provided in Spanish. Bilingual speakers are also available at all times in the school to translate for parents any information that will help in their involvement of their child's education.

"(14)" shall provide such other reasonable support for parental involvement activities under this section and parents may request;

PMS conducts surveys regarding parent participation, engagement and involvement in school to inform staff in designing differentiated programs for parents based on parent needs and concerns. Parents and their input, have led to creating a new communication medium that will not only channel school information but even offer reasonable parental support as requested, for parents and children at the middle school level. In addition a Parent Resource Service Center has been established in the media center to encourage and support parents in more fully participating in the education of their children. Looking at our Comprehensive Needs Assessment (CNA) the following parent involvement workshops/activities are being offered to help parents assist their children in making academic increases.

- Implementation of Parent Math Training in Evidence-based Intervention strategies, math games and technological learning programs for at home use.
- Implementation of Parent Seminars centered around Project and Problem Based Instruction, M-STEP Assessment, Common Core, CollegeReadiness, Career Path and the mathematics requirements and applications for each.
- Implementation of Parent Workshop geared toward parents of at-risk students to inform parents of strategies and incentives to help their child increase his or her academics.

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- Implementation of Literacy Workshop to inform and provide parents of research-based writing strategies to help them assist in the improvement of their child's writing skills.
- Implementation of Literacy Workshop to inform and provide parents of materials and skills to use at home to reinforce their child's reading comprehension.

"(f)" Accessibility - In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

PMS maintains its building, service, facilities, and equipment in fair condition to provide an environment that is safe and orderly for all occupants. All parts of the building are accessible for parents and students with disabilities. We have a written security and crisis management plan with appropriate drill and practice for everyone. We have regular fire drills, tornado drills, and lock-down drills. We have four trained first respondents on our staff: Teen Health Practitioners, Principal, Assistant Principal, and the PAO officer. At least one is always available for an emergency. We have two evacuation locations at PHS and OTECH Center located nearby.

Title I Parent meetings / workshops provide materials and training to help parents work with their children and meetings to build effective parent involvement which meets once each month; all of which includes childcare provisions for parents. These workshops/meetings also provide opportunities for participation of parents with limited English proficiency or disabilities and for parents of migratory students; we collaborate with and use the assistance of the district's bilingual department. From these workshops school staff obtains feedback from participants and studies the results along with other evidence to evaluate the home using parent-friendly language, free of educational jargon to be easily understood by everyone allowing parents to be active participants and contributors in their children's education. These are also provided in Spanish. Bilingual speakers are available at all times in the school to translate for parents.

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

PMS has developed an annual evaluation of the parental involvement plan. This plan is conducted with parents to evaluate their perception of the school, staff and administration, as well as identifying any obstacles that may impede an increase in parental involvement (such as language barriers, limited literacy, disability, perceptions and/or misconception) and devising strategies to improve parental involvement. They are also evaluated by using perception data through parent surveys and participation rates through sign-in sheets used at all parent involvement activities at the schools. School staff will obtain feedback from participants following parent/family workshops and activities focusing on participation, attendance at events and surveys following the event and will study the results (with parents involved) along with other evidence to evaluate the effectiveness of these activities. Along with this evaluation process, staff will receive feedback from parents/families of additional training they feel will help them in assisting their child with his or her academic achievement.

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

PMS has found through perception data (parent surveys), evaluation forms from workshops/activities, and parent attendance analysis that there was an increase of parental involvement in the 2017-2018 year with nine parent workshops/activities. Evaluations have shown a need and desire for other topics of training those parents feel is needed to help them in assisting in their children's academic progress and achievement. PMS performs a Parental Needs Assessment which obtains parents preferences for meeting dates and times, as well as other needs or requests they may have. Once parents complete that assessment, the data is analyzed and used to improve the school wide program. To improve our parental involvement, PMS has adopted the following criteria for future workshop events and activities:

- Parent meetings, workshops, events and activities will be planned according to parents' needs and interests.
- Parent meetings, workshops, events and activities will be planned according to parent's data and time preferences.
- A variety of meeting types will be planned to include different cultures.
- Child care will be provided for parent meetings, workshops, events and activities. - Refreshments will be served at various parent meetings, workshops, events, and activities.

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

The School-Parent Compact is another vital tool for success. As part of the ESEA policy and as a component of the school-level parent involvement policy, the BTN / School Improvement Team (which includes 3 parent representatives) and involved stakeholders will be responsible for evaluating the current compact which was originated in 2008 when our current principal was transferred to Pontiac Middle School. Since the compact was originated, modifications to strengthen it has been revised yearly. The School-Parent Compact outlines how

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the principal, parents, the entire school staff, and students will share the responsibility for improved student academic achievement, a commitment to equitable treatment and quality performance standards provided to all students in the obtainment of their education. The School-Parent Compact will be reviewed in the early Fall and revised according to the goals and expectations collaborated upon by administrators, staff, parents, and students. Surveys and interviews of staff, parents, and students regarding the content of the compact are examples of data that may be used to create the "finalized" compact. The compact will be shared/reviewed with parents and students during open house. Also, the form will be sent home to those parents who did not attend the Open House, by students and requested the students to return the signed by parents A copy of the School-Parent Compact is attached to the School Improvement Plan.

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

This information is shared during our Parent and Student 6th grade orientation. For the 2018-19 school year 6th grade were housed at PMS; therefore, this information for the upcoming school year will be shared with the incoming 5th grade parents.

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

The compact will be shared/reviewed with parents and students during Open House and sent home with students to be returned signed by the parent. Students who return it receive an incentive. The content of the School-Parent Compact is reviewed and revised once a year through a Title I Parent Meeting.

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

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

PMS will provide individual student academic assessment results in a parent-friendly language free of educational jargon to be easily understood by everyone. This will include an interpretation of these results to the parent of a child who participates in the academic assessments required by Section 1111(b)(3). Therefore, allowing parents to be active participants and contributors in their children's' Label Assurance Response Comment Attachment The School's School-Parent Compact is attached. Yes See Attachment Parent and Student Compact education. Parents are informed of their individual student academic assessment through the use of progress reports, report cards every 10 weeks, and the State Assessment parent report shared at spring parent/teacher conferences. For the 2018-2019 school year, State Assessment/Common Core workshop will be coordinated so parents can receive their student scores and ask questions in a small group format. Additionally, Title I parent meetings are held monthly to inform parents of their child's progress. Staff is available to explain what the results mean and how parents can continue to support their children in meeting state standards Translation services are made available to parents to ensure that student academic results can be shared with parents in a language that they understand. Parents who are unable to attend conferences or other events where assessment data are shared are invited to contact their child's teachers. PMS staff responds to parents' individual requests for support as appropriate. PMS also uses email, telephone, and monthly newsletters to help build effective communication.

Component 7: Preschool Transition Strategies

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

We provide any communication with our students to take home to share with their families; as well as have the information out on the counter for our visits to take with them.

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

This question does not apply to Pontiac Middle (PMS).

Component 8: Teacher Participation in Making Assessment Decisions

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

Pontiac Middle School staff is actively involved in the decisions regarding the utilization of school-based academic assessment. Instructional Leader provides PD for teachers on interpretation and analysis of State Assessment, MI ACCESS, NWEA, ILC and formative and summative assessments data. To ensure that staff participates in decisions we have established different level subgroups and committees: Department level, Instructional Support Team, BTN/Leadership Team. The principal advocates a voice from all staff members on various school and community issues as well as academic assessments. The teams meet on a weekly to monthly basis using the district's Problem Solving Protocol to discuss curriculum, social development, academic assessment, and instructional best practices. Several staff members participate in district improvement committees which meet monthly or as needed to develop, implement, and evaluate the instructional delivery of the curriculum, discuss data from common assessments and ILC results and plan professional development. PMS staff participates in all district subject area committee meetings where they receive ongoing PD in best practices and assessments through national, state, and local resources. These staff members then bring back the information to share with subject area teams. PMS staff, through PLC's, work collaboratively to create common assessments for core subject areas as well as pre- and post-tests for ILCs. The PLC teams meet to identify the most challenging standards and benchmarks. PMS parents are informed of all assessments that are administered to their students and have the opportunity to provide input regarding the use of school-based academic assessments through the district's email, Moodle and/or phone system.

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

Pontiac Middle School staff is actively involved in student achievement data analysis for the purpose of improving the academic achievement of all students through: Instructional leaders, data teams and Oakland School coaches provides PD for teachers on interpretation and analysis of MStep, MI ACCESS, NWEA, ILCs and formative and summative assessments data to then plan instructional PLC meetings that are held regularly where all staff analyze necessary data to then plan instructional practices.

PMS teachers discuss progress monitoring of students during PLC and ILC meetings and plan appropriate instruction and interventions. PMS provides a State Assessment Gap Analysis to look for gaps in the instruction and develop goals and strategies to help improve academic achievement. Oakland School consultants and coaches work with PMS staff to analyze data, plan instruction and provide professional development. The BTN completes the Comprehensive Needs Assessment with the input of the staff and parents through monthly meetings and the results are used to update the SIP. Once data is analyzed the results are shared with parents through the parent monthly meeting and Parent Curriculum Night workshops.

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

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

The process used at PMS for identifying students in grades 6th, 7th and 8th experiencing difficult mastering the State's academic achievement assessment standards is a MTSS Model. The process begins with identifying academic benchmarks (power standards) and developing and using corresponding assessments. Next baseline data is disaggregated and analyzed to formulate results that are used along with local and state standardized assessment outcomes to determine At-Risk students. The proficiency levels for all assessments used in all five core subject areas to identify students in need of instructional support are as follow:

Disaggregation of State Assessment scores- Level 3 (Partially Proficient) and Level 4 (Not Proficient)

Grade level common assessments - 69% or below NWEA Maps scores (administered 3 times per year)- Below grade level RIT Score in each of the subject areas Instructional Learning Cycle (a minimum of quarterly - Below proficient

Report card grades - D or below Other data including attendance - three (3) day per semester; discipline - 2 or more behavioral referrals per marking period.

Once these students are determined, based on the details of the analysis, teachers along with support from Oakland Schools coaches, determine the appropriate skill based intervention system of support and strategies that would best assist these students with becoming proficient in the core content area curriculum. See below for data used for this process.

ENGLISH LANGUAGE ARTS -READING

Disaggregation of State Assessment Scores

Grade level common assessments

NWEA Maps scores (administered 3 times per year)

Instruction Learning Cycle (a minimum of quarterly)

Report card grades and other data including attendance/discipline

ENGLISH LANGUAGE ARTS - WRITING

Disaggregation of State Assessment Scores

Grade level common assessments

NWEA Maps scores (administered 3 times per year)

Instruction Learning Cycle (a minimum of quarterly)

Report card grades and other data including attendance/discipline

MATH

Disaggregation of State Assessment Scores

Grade level common assessments

NWEA Maps scores (administered 3 times per year)

Instruction Learning Cycle (a minimum of quarterly)

Report card grades and other data including attendance/discipline

SCIENCE

Disaggregation of State Assessment Scores

Grade level common assessments

NWEA Maps scores (administered 3 times per year)

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Instruction Learning Cycle (a minimum of quarterly)

Report card grades and other data including attendance/discipline

SOCIAL STUDIES

Disaggregation of State Assessment Scores

Grade level common assessments

NWEA Maps scores (administered 3 times per year)

Instruction Learning Cycle (a minimum of quarterly)

Report card grades and other data including attendance/discipline

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

Effective and additional assistance is provided to students identified at-risk in three areas: academic, behavior, and attendance.

LITERACY

Tier 2 Students:

Small group of students of a maximum of 25 or less (per five periods) will have one hour or more per day of intervention time (established as an elective course in addition to the students in ELA class, is delivered by ELA HQ Intervention Teacher. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and elaborate, reinforce classroom curriculum.

Co-Teachers are in those rooms that have Tier 2 students in both 7th and 8th Grade.

Tutoring by HQ Tutors, Bilingual/ESL Tutor, or Intervention Specialist in small groups individually four times a week. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and/or elaborate and reinforce classroom curriculum.

Tier 3 Students: Includes some one-to-one work and more intense methods.

After school tutoring in ELA for grades 7/8 four days per week Intersession for struggling students Co-teachers in all ELA courses MTSS strategies implemented Bilingual/ESL tutors and teachers for identified ELL Students for ELA In-school tutorial support under teacher supervision.

MATHEMATICS

Tier 2 Students:

Small group of students of a maximum of 25 or less (per five periods) will have one hour per day of intervention time (established as an elective course in addition to the students in Math class, is delivered by Math HQ Intervention Teacher. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and elaborate, reinforce classroom curriculum.

Tutoring by HQ Tutors, Bilingual/ESL Tutor, or Intervention Specialist in small groups individually four times a week. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and/or elaborate and reinforce classroom curriculum.

Tier 3 Students: Includes some one-to-one work and more intense methods.

After school tutoring in Math for grades 6-8, four days per week Intersession for struggling students

Co-teachers in all Math courses MTSS strategies implemented

Bilingual/ESL tutors and teachers for identified ELL Students for Math In-school tutorial support under teacher supervision

Occupational

SCIENCE

Tier 2 Students:

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Small group of students of a maximum of 25 or less (per five periods) will have one hour per day of intervention time (established as an elective course in addition to the students in Science class, is delivered by Science HQ Intervention Teacher. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and elaborate, reinforce classroom curriculum.

Tutoring by HQ Tutors, Bilingual/ESL Tutor, or Intervention Specialist in small groups individually four times a week. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and/or elaborate and reinforce classroom curriculum.

Tier 3 Students: Includes some one-to-one work and more intense methods.

After school tutoring in Science for grades 7/8 four days per week

Intersession for struggling students

MTSS strategies implemented

Bilingual/ESL tutors and teachers for identified ELL Students for Science

In-school tutorial support under teacher supervision

Occupational

SOCIAL STUDIES

Tier 2 Students:

Small group of students of a maximum of 25 or less (per five periods) will have one hour per day of intervention time (established as an elective course in addition to the students in Social Studies class, is delivered by Social Studies HQ Intervention Teacher. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and elaborate, reinforce classroom curriculum. Tutoring by HQ Tutors, Bilingual/ESL Tutor, or Intervention Specialist in small groups individually four times a week. The instruction includes curriculum, strategies and procedures designed to supplement, enhance and support core classroom instruction. Instruction can backtrack and/or elaborate and reinforce classroom curriculum.

Tier 3 Students: Includes some one-to-one work and more intense methods.

After school tutoring in Social Studies for grades 7/8 four days per week

Intersession for struggling students MTSS strategies implemented Bilingual/ESL tutors and teachers for identified ELL Students for Social Studies In-school tutorial support under teacher supervision. Our Behavior Intervention Specialist (BIS) and our Student Support Team works with staff developing and implementing behavior plans and strategies to support all students in grades 6 and 8 in three areas; Attendance, Behavior, and Academics.

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

All students' individual needs are addressed through classroom differentiated instruction in a variety of ways. Teachers provide appropriate levels of challenge for all students, including those who are below proficiency, those who are at proficiency, and those are above proficiency.

Ways teachers are differentiating instruction in the classroom:

- * Administer pre-tests to assess where individual students needs are prior to beginning the study of a given topic, or an Instructional Learning Cycle.
- * Plan lessons based on Costa's (Questions) Thinking and/or Bloom's Taxonomy and/or Depth of Knowledge activities.
- * Break assignments into smaller, more manageable parts that include structured directions for each part. (scaffolding lessons)
- * Provide access to a variety of leveled reading books on the same content area.
- * Establish centers for inquiry based, independent learning activities.
- * Create activities that vary in level of complexity and degree of abstract thinking required.
- * Use a variety of assessment strategies, including performance-based and open-ended assessments.
- * Make assessment an ongoing, interactive process.

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

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

FEDERAL

1. Title I, Part A

- a. K-12 Supplemental Online Learning Tools (School Wide "SW" Component 2)
- b. K-8 Tier I/Tier II Intervention Teachers (SW2, SW3, SW9)
- c. 6-8 Tier III Intervention Teachers (SW9)
- d. Reading/Math Intervention Specialists and Materials (SW2, SW3, SW9)
- e. Behavior Intervention Specialists and Materials (SW9)
- f. Homeless Student Supplies (SW9)
- g. Bilingual Tutors (SW9)
- h. Career and Technical Education Teacher Assistants (SW9)
- i. College and Career Readiness Tutor (SW9)
- j. College and Career Readiness Specialist (SW9)
- k. At-Risk Social Workers (SW9)
- l. Professional Learning Stipends and Substitutes (SW1, SW5, SW8)
- m. MTSS Coordinator (SW1, SW2, SW5, SW9)
- n. Grants Compliance & Billing Coordinator (SW10)
- o. Grants Compliance & Billing Specialist (SW10)
- p. Monthly Parent Meeting Literature, Refreshments and Interpreters (SW6)
- q. Annual Parent Meeting Literature, Refreshments and Interpreters (SW6)
- r. Core Content Area Parent Nights Literature, Refreshments and Interpreters (SW6)

2. Title II, Part A

- a. Instructional Coaches and Materials (SW5)
- b. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, High Quality Instruction, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, LLI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)
- c. Title II Coordinator (SW5)
- d. Retention and Recruitment Bonuses (SW4)

3. Title III, Part A

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

4. Title IV

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

d. Safety Training (SW9)

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

STATE AND LOCAL

1. Section 21h
 - a. ELE STEM Program Contractor and Supplies (SW9)
 - b. Data Instructional Coach (SW1, SW5, SW8)
 - c. Behavior Intervention Specialists (SW9)
 - d. HS PBIS Initiatives (SW9)
 - e. Teacher Leader/Coach (SW5)
 - f. After/Before/Summer Tutorial Program (SW9)
2. Section 31A
 - a. Bilingual Tutors (SW9)
 - b. ESL Teachers (SW9)
 - c. Police Authority Officers (SW9)
 - d. Alternative Education Teachers and Counselor (SW9)
 - e. Homeless Student Transportation (SW9)
 - f. Homeless Student Supplies (SW9)
 - g. K-3 Reading/Math Teachers and Materials (SW9)
 - h. Art/Music Intervention (SW9)
 - i. Breakfast Program Supplemental Supplies/Materials (SW2)
 - j. Parental Involvement Software Subscription (SW6)
 - k. NWEA Assessment System (SW1)
3. Section 32d
 - a. Great Start Readiness Program (GSRP - Preschool)
4. Section 35a5
 - a. Reading Intervention Materials and Training (SW2, SW3, SW5, SW9)
 - b. NWEA testing substitutes (SW8)
 - c. Summer Literacy Program (SW9)
5. Section 41
 - a. Bilingual Tutors (SW9)
6. Section 61a1 (Vocational Education/Added Cost)
 - a. Vocational Education Staff and Materials (SW9)
7. Section 104d
 - a. NWEA Assessment System (SW1, SW8)

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8. Career Focused Education

a. Career Focused Education Staff (SW9)

NO FUNDS NEEDED

1. No Funds Needed

a. Current Employee Recognitions (SW4)

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

1. Comprehensive Needs Assessment

a. NWEA Assessment System (Section 31a, Section 104d)

b. Professional Learning Stipends and Substitutes (Title I)

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

2. Schoolwide Reform Strategies

a. K-12 Supplemental Online Learning (Title I)

b. K-8 Tier I/Tier II Intervention Teachers (Title I)

c. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

d. During the Day Afternoon Snack for Elementary Students (FFVP)

e. During the Day Breakfast and Lunch FREE for all students (CEP)

3. Highly Qualified Staff (Instruction)

a. K-8 Tier I/Tier II Intervention Teachers (Title I)

b. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)

4. Attract and Retain Highly Qualified Staff

a. Current Employee Recognitions (No Funds)

b. Restructuring of Salary Schedules (General Funds)

c. Retention and Recruitment Bonuses (Title II)

5. Professional Development

a. Instructional Coaches and Materials (Title II)

b. Data Instructional Coach (Section 21h)

c. Special Education Professional Development (IDEA)

d. English Learners Oriented Professional Development (SW5)

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

f. Instructional/Non-Instructional Staff Supplemental training in Instructional Strategies, Leadership, Assessment, Data Analysis, Intervention topics (academic and behavior/social-emotional: AARI, Phonics, SIOP, MTSS/RTI, PBIS, CHAMPS, pastoral care, restorative practices, etc.) provided by Instructional Coaches, Literacy/Math Coaches, Data Coordinator, MDE, Oakland Schools and other local educational training organizations (SW5)

g. MTSS Coordinator (Title I)

h. Title II Coordinator (Title II)

i. Data Instructional Coach (Section 21h)

6. Parental Involvement

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- a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)
- b. Annual Parent Meeting Literature, Refreshments and Interpreters (Title I)
- c. Core Content Area Parent Nights Literature, Refreshments and Interpreters (Title I)
- d. Parental Involvement Software Subscription (Section 31a)
- 7. Preschool Transition
 - a. Elementary School Parent and Student Visits (General Fund)
- 8. Assessment Decisions
 - a. NWEA Assessment System (Title I)
 - b. Professional Learning Communities Substitutes and Stipends (Title I)
 - c. Data Analysis Training (Title II)
 - d. Data Instructional Coach (Section 21h)
- 9. Timely & Additional Assistance
 - a. Core Content Intervention Specialists (Title I)
 - b. K-8 Tier I/Tier II Intervention Teachers (Title I)
 - c. 6-8 Tier III Intervention Teachers (Title I)
 - d. ESL Teachers (Section 31a)
 - e. HS English Language Development Teacher, Training and Materials (Section 21h)
 - f. HS Reading Intervention Teacher (Section 21h)
 - g. ELE Reading/Math Intervention Specialists, Training and Materials (Section 21h)
 - h. ELE STEM Program Contractor and Supplies (Section 21h)
 - i. Reading/Math Intervention Specialists and Materials (Title I, Title IV, Section 35a5)
 - j. After/Before/Summer Tutorial Program (Section 21h)
 - k. Summer Literacy Program (Section 35a5)
 - l. Bilingual Tutors (Title I, Title III, Section 31a, Section 41)
 - m. Alternative Education Teachers and Counselor (Section 31a)
 - n. K-3 Reading/Math Teachers (Section 31a)
 - o. Art/Music Intervention (Section 31a)
 - p. Breakfast Program Supplemental Supplies/Materials (Section 31a)
 - q. Career and Technical Education Teacher Assistants (Title I)
 - r. College and Career Readiness Tutor (Title I)
 - s. College and Career Readiness Specialist (Title I)
 - t. Career Focused Staff (Title I, Section 61a6, CFE)
 - u. Vocational Education Staff and Materials (Title I, Section 61a6, CFE)
 - v. Special Education Psychologists (IDEA)
 - w. Special Education Speech and Language Pathologists (IDEA)
 - x. Behavior Intervention Materials and Specialists (Title I, Title IV)
 - y. Behavior/Social Emotional Materials/Supplies (Title IV)
 - z. At-Risk Social Workers (Title I)
 - aa. HS PBIS Initiatives (Section 21h)
 - bb. Special Education Social Workers (IDEA)
 - cc. MTSS Coordinator (Title I)
 - dd. Police Authority Officers (Section 31a)
 - ee. Homeless Student Transportation (Section 31a)
 - ff. Homeless Student Supplies (Title I and Section 31a)

10. Coordination & Integration of Federal, State and Local Resources

- a. Grants Compliance & Billing Coordinator (Title I, Title II)
- b. Grants Compliance & Billing Specialist (Title I, Title II)

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

- 1. Students receive a daily free breakfast and lunch thru the Community Eligibility Provision Program (CEP);
- 2. Students receive a daily snack between lunch and school dismissal thru the Fresh Fruit and Vegetable Program (FFVP);
- 3. Students receive a meal thru the Child and Adult Care Food Program (CACFP) if they participate in our alternative education program, athletics programs, and afterschool enrichment program funded via the 21st Century Community Learning Centers Grant;
- 4. Police Authority Officers, Behavior Intervention Specialists and At-Risk Social Workers work with students to prevent and minimize truancy, assist with social and emotional behaviors that limit the student's academic achievement results;
- 5. A Preschool Program (GSRP) is provided to 272 students;
- 6. Vocation and Technical Education, dual Enrollment and Job training opportunities are provided to HS students.

Evaluation:

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

Pontiac Middle School meet in staff and PLC's meetings to unpack the school improvement plan at the beginning of each year. Then during monthly PLCs, staff, and school improvement meetings, the staff visits the unpacking tool to make sure they are focusing on the implementation of the plan. We also use the MDE Program Evaluation Tool to also evaluate a program with fidelity.

NWEA and state scores are available to teachers using the illuminate system; and they meet by departments to conduct a gap analysis for the reading, writing, math, social studies, and science assessments. Also reviewing behavioral data, gap statements are finalized and the team updates the goal, strategies and activities of the SIP. The parent, teacher and student surveys help identify their perception view on the effectiveness of the plan and any concerns. The Principal and Assistant Principal monitors lesson plans, and provides walk-through(s) to collect data and trends on the plan being implemented with fidelity.

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

Using the MDE Program Evaluation Tool, Pontiac Middle School compares the prior year's data to see which levels of students have advanced to the next level. In PLC meetings we discuss effective strategies that were used towards the advancement of students from one level to the next. Adjustments/revisions are then made with interventions to lesson plans.

NWEA helps us to look at our core programs, level two interventions and intensive support. We also use it for helping us update the our goals, strategies, and activities in the school improvement plan. The BTN/leadership team meets at least once per month to discuss the academic and behavioral progress of the students. Pontiac Middle School meet in PLC's to discuss goals, objectives activities and financial concerns. Monthly staff meetings; Discussion of goals, lesson planning, objectives, activities and review of financial data. When state scores are available teachers meet across grade levels to conduct a gap analysis for the reading, writing, math, social studies, and science assessments. Gap statements are finalized and the team updates the goal, strategies and activities of the SIP. The parent, teacher and student surveys help identify the parents' view on the effectiveness of the plan and any concerns. The Principal and Assistant Principal monitors lesson plans, and provides walk-through(s) to collect data on if the plan is being implemented with fidelity.

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

Using the MDE Evaluation Tool, we analyze the patterns and trends in the data to determine growth in specific content skill areas for each student as well as per grade level and building wide. We then assess what best practice strategies contributed the most towards the improvement of students skills in the specified content areas through departmental discussions PLC's using the Problem Solving Protocol. The BTN/Leadership Team also analyzes student achievement data based on 2017-18 M-STEP, NWEA, ILCs, unit test, administrative walkthroughs, formative and summative assessments, surveys, process and demographic data; such as gender, special education, English Language Learners, and ethnicity. This data helps monitor whether the school wide programs has been effective in increasing the achievement of students who are furthest from achieving the standards. Students progress is also monitored for changes in proficiency

levels.

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

The Building Team Network, departments and the entire staff analyzes academic, perception, process, and demographic data, articulated in the SIP. Changes and modifications in the plan and in instruction are made based on the data analysis. Staff professional development is also developed based on data analysis knowledge of research-based instructional strategies. There is a building level decision making process which includes a leadership (cohort) team of teachers, parents and administrators. Depending upon the situation and urgency, student input may be solicited. Generally, all decisions are initiated through data collection, disaggregate and analysis. The data is then organized and assembled for participants to review, discuss and develop goals. Team participants weigh options considering alternative perspectives in the thorough development of action steps which when established are monitored. This collaborative decision making process grants teachers shared decision making authority, research duties, implementation, monitoring and reflective input opportunities. All decisions are subject to review and modification as information reflected in achievement, demographic, process and perceptual data is revealed. Additionally, the staff believes that parents and families are partners in helping students succeed. In this role, they serve an important function as participants in the decision making process. Specific efforts are made by the school to ensure that the demographic profile of parents in leadership roles represent the diversity of the school population. Input from department meetings; PLC meetings; Central Office via budgetary (financial); surveys; gap analysis, and professional development evaluations are all conducted and discussions during the SI meetings The BTN/Leadership team using the results from the data, along with the comprehensive needs assessment, make any revisions necessary to the plan. The plan is discussed at a general staff meeting and it is then approved by all stakeholders including parents. Teachers end the school year with a plan ready to be implemented in the fall.

School Improvement Plan - June 2019

Overview

Plan Name

School Improvement Plan - June 2019

Plan Description

School Improvement Plan - June 2019

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	CULTURE & CLIMATE 2019/2020: PMS's Student Support Network Team will establish a climate and culture that supports all students academically, emotionally and socially. Focus will be placed on the three big ideas of attendance, academics, and behavior.	Objectives: 1 Strategies: 5 Activities: 17	Organizational	\$0
2	The school will install the instructional infrastructure system of the Blueprint to insure that high-quality curriculum, assessment and instructional practices are occurring within every building	Objectives: 3 Strategies: 10 Activities: 68	Academic	\$12600
3	The school will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competency are placed within each of building.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000

Goal 1: CULTURE & CLIMATE 2019/2020: PMS's Student Support Network Team will establish a climate and culture that supports all students academically, emotionally and socially. Focus will be placed on the three big ideas of attendance, academics, and behavior.

Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods when interacting with and/or instructing all students and identified student groups by 06/30/2020 as measured by stakeholder surveys, assessments, and identified programs and process data.

Strategy 1:

PBIS Recharged-Positive Behavioral Interventions and Supports - Staff will learn about and implement PBIS, Recharged, an effective behavior support system that promotes a proactive, positive, skill building approach for the teaching and learning of successful student behaviors. The school will provide multiple venues to encourage active participation for family and community engagement.

Category: School Culture

Research Cited: Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A.W., & Esperanza, J. (2009). A randomized, wait-list controlled effectiveness trial assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133 – 144.

Luiselli, J.K., Putnam, R.F., Handler, M.W., & Feinberg, A.B. (2005). Whole School Positive Behavior Support: Effects on student discipline problems and academic performance. *Educational Psychology* 25 (2-3) 183-198.

What works clearinghouse, intervention report, drop-out intervention, Kemple, J.J., Herlihy, C.M. and Smith, T.J. "Making Progress Toward graduation, Evidence from the Talent Development High school Model." 2007.

Smolkowski, K. & Strycker, L. (February 2016) SCALE-UP OF SAFE & CIVIL SCHOOLS' MODEL FOR SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/pits.21908/abstract>.

Tier: Tier 1

Activity - Implementation PBIS Recharged	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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PMS will establish a working school based PBIS team of administrators, behavior intervention specialist, teachers, support staff, and authority officers. PBIS activities will be embedded in to existing school based activities. Students will participate in school assemblies and classroom presentations to understand their responsibility for observing all rules and routines.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Title I Part A	Building Administration, Behavioral Intervention Specialist, Teachers, MTSS Supervisor, District Administration, Support Staff, Authority Officers.
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Activity - PBIS Recharged Survey	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBISS Team at PMS will conduct a needs assessment to determine the goals and supports needed to build a positive culture and climate at our middle school.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Title I Part A	Building Administrators, PBIS Recharged Team members, Instructional Staff, MTSS Supervisor

Activity - PBIS Recharged- Parent Connect	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The PBIS Recharged Team at PMS will create a communications system that will include, web-based information, informational pamphlets, monthly calendars, robo-calls, and on-site meetings/activities.	Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Title I Part A	Building Administrators, PBIS Recharged Team members, Instructional Staff, MTSS Supervisor

Activity - Behavior Intervention Specialists	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac Middle School

PMS with the help of the Pontiac School District will provide Behavior Intervention Specialists to assist and monitor identified students' behavior and put into place a plan for corrective measures.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Title I Part A	Building Administrators, Behavior Intervention Specialists, MTSS Supervisor
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Activity - Building Wide Classroom Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional staff at Pontiac Middle School will develop a set of classroom routines (i.e., but not limited to, Second Step Middle School Curriculum) that will promote student's academic success. These routines will establish clear, classroom behavior expectations. These routines will be used by all instructional staff with fidelity.	Academic Support Program	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building Administrators, Instructional Staff

Strategy 2:

Building Trusting Relationships - Pontiac Middle School and will explore, create and implement an Advisory Team that will build a positive school culture to support students academics, behavior, and attendance.

Category: School Culture

Research Cited: Lindsey, R. B., Roberts, L. M., & CampbellJones, F. L. (2013). The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools: For students, teachers, and parents. Thousand Oaks, CA: Corwin Press

Gramston, Robert J. PhD., & Wellman, Bruce, (2016), Adaptive Schools Foundation Seminar

Tier: Tier 1

Activity - Early Warning Support- Advisory	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will study early warning indicators during Advisory of attendance, grades, and disciplinary actions to develop, implement, and institute intervention strategies for At-Risk students.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Building Administrators, Teachers, Student Support Network Team Members, MTSS Supervisor

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Activity - Developing Advisory Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Team Network Advisory Program Team will explore and create programming for the Advisory period at Pontiac Middle School that will support , academics, behavior and attendance. This program will be delivered with fidelity by all advisory instructors.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Title I Part A	Building Administration, Advisory Instructors, Advisory Team Members, BTN Team Members, MTSS Supervisor
Activity - Student Mentorship Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who are identified by the SSN team as Tier 3 or are at-risk of failure due to attendance, behavior, and academics are paired up with a staff mentor who will work to build a positive relationship and create a sense of trust and open communication with the student (a go to person). The mentor will provided support and direction in building relationships with teachers and other students that will prevent conflicts non-violently.	Behavioral Support Program	Tier 3	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building Administrators, SSN Team members, Instructional staff, MTSS Supervisor
Activity - Adaptive Schools- The Seven Norms of Collaborative Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, late start meetings, PLC meetings, grade level meetings, etc.	Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Section 31a	Building and District Administration, Instructional and Non-load Bearing Staff, MTSS Supervisor

Strategy 3:

Wellness Blueprint - The Student Support Network Team (SSN) is the collective effort of all adults in the organization to utilize the structures, supports and processes to skillfully and effectively address the non-academic needs of all students served by the district. This consists of: Behavioral Interventionists, At-Risk Social Workers, School Social Workers, Psychologist, Teen Health Center, PBIS Recharged, Department of Human Services, Pontiac Youth Assistance, Counselors.

School Improvement Plan

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Category: School Culture

Research Cited: Lindsey, R. B., Roberts, L. M., & CampbellJones, F. L. (2013). The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools: For students, teachers, and parents. Thousand Oaks, CA: Corwin Press

Dr. Joyce Epstein's Parent Involvement Model Simon, B.S. (2001). "Family Involvement in High School: Predictors and Effects". NASP Bulletin, 85, (627), 8-19.

Sanders, M.G. (2005) Building school-community partnerships: Collaboration for student success. Thousand Oaks, CA: Corwin Press

Barth, R. (1990). Improving schools from within: Teachers, parents, and principals can Make a difference. San Francisco: Jossey-Bass.

Tier: Tier 1

Activity - Intense Student Support Network Team	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Support Network (SSN) is the collective effort of all adults in the organization to utilize the structures, supports and processes to skillfully and effectively address the non-academic needs of all student served by the district. This consists of : Behavioral Interventionists, At-risk Social Workers, School Social Workers, Psychologist, Teen Health Center, CHAMPS, Department of Human Services, Pontiac Youth Assistance, and Counselors. A Student Support Network Team will be created and PMS to support the pastoral care programs that will support student's non-academic needs.	Other - Meeting Non-Academic Needs-Pastoral Care	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building Administrators, Non-Load Baring Staff, Instructors, MTSS Supervisor
Activity - Outside Agency Partnerships	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Student Support Network Team will create partnerships with outside agencies that will support the academic and non-academic needs of the students at Pontiac Middle School.	Community Engagement	Tier 2	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	District Administrators, Building Administrators, SSN team members
Activity - Oakland University-Partnership- Parent University	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Parent University is a community collaboration with Oakland University designed to help parents become full partners in their child's education. We connect parents to resources and support partnerships of families, schools and communities.	Community Engagement	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Title I Part A	District and Building Administrators, Oakland University Partnership Members
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Strategy 4:

Building Cultural Diversity - The staff at Pontiac Middle School will create and implement a curricular program (Global Issues) for 6th, 7th and 8th grade students that will teach cultural awareness and will help them honor the diversity present in our community.

Category: Elective Courses

Research Cited: Lindsey, R. B., Roberts, L. M., & CampbellJones, F. L. (2013). The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools: For students, teachers, and parents. Thousand Oaks, CA: Corwin Press

Banks, J (2001). Handbook of Research on Multicultural Education. San Francisco. Jossey Bass. Gay, G. (2001). Culturally Responsive Teaching. Columbia University. College Press

Tier: Tier 1

Activity - Curriculum- Global Issues	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Administrator, with the help of the district's curriculum team and the designated instructor, will research and build a semester long curriculum to be implemented during the 2018/2019 school year.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Building Administrator, Instructor, District Curriculum Team

Activity - Field Trips- Classroom Visitors	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips to various cultural centers in and around the Detroit area will be planned for the students taking the Global Issues elective course. In addition, classroom visitors will be invited to share cultural information with students in a pre-arranged session designed by the instructor.	Field Trip, Community Engagement	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Title I Part A	Building Administrator, Instructor

Strategy 5:

New Staff Support Team - Pontiac Middle School will changing from a 7th grade and 8th grade program to a 6th grade through 8th grade program. There will be 10-12

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new staff members working in the building for the 2018/2019 school year. The New Staff Support Team will focus on helping the new staff acclimate and transition into the middle school setting. They will work as mentors and will provide support for the needs of the new staff.

Category: School Culture

Research Cited: Lindsey, R. B., Roberts, L. M., & CampbellJones, F. L. (2013). The culturally proficient school. Thousand Oaks, CA: Corwin Press.

Murphy, J. & Torre, D. (2014). Creating productive cultures in schools: For students, teachers, and parents. Thousand Oaks, CA: Corwin Press

Gramston, Robert J. PhD., & Wellman, Bruce, (2016), Adaptive Schools Foundation Seminar

Tier: Tier 1

Activity - Building Orientation-Departmental Approach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
BTN Departmental Leaders will meet with new staff to deepen their understanding of the curriculum, assessment and ILC practices.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Title II Part A	Building Administrators, BTN Department Leaders, New Instructional Staff, MTSS Supervisor, District Administration

Activity - Building Programs and Protocols	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Building Administration, PBIS Leadership, Technology Leadership, will provide new staff will training around the primary programs and protocols that are used at Pontiac Middle School and how they are used to improve student achievement. This learning will focus on High Quality Instruction and IRRE practices and protocols. In addition, there will be a focus on using illuminate to access student achievement data and to set expectations for it's use to improve student achievement.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Title II Part A	Building Administration, PBIS Leadership, Technology Leadership, New Staff

Activity - Teacher Leaders	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The teacher leaders will work with the building administration and the BTN team to support the grade level staff and students. They will work as liaisons with the other departmental leaders and the administration to support all building programs. In addition, they will be expected to be part of the BTN team.	Other - Grade Level Lead Teacher to build new team	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	Title I Schoolwide	Building Administrators, District Administrators, BTN Leadership, 6th Grade Team Lead.
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Goal 2: The school will install the instructional infrastructure system of the Blueprint to insure that high-quality curriculum, assessment and instructional practices are occurring within every building

Measurable Objective 1:

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

Strategy 1:

High Quality Instruction- ELA - Using the College, Career, Community Writers Program (C3WP) ELA teachers will learn about and use the instructional processes and procedures in C3WP to deepen students' understanding of informational text and use this knowledge to increase their ability to create effective argumentative writing. In addition, ELA teachers will learn about and implement the Adolescent Accelerated Reading Initiative (AARI) as an intervention for student in need of Tier 3 instruction.

Category: English/Language Arts

Research Cited: Baroody, K. (2011). Turning around the nation's lowest-performing schools: Five steps districts can take to improve their changes of success. Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED535862.pdf>.

Chandler, G., & Frank, J. (2015). The blueprint for turnaround. Retrieved from www.tinyurl.com/MIExcel-ResourceCenter.

Graves, M. (2000). A vocabulary program to complement and bolster a middle-grade comprehension program. In B. M. Taylor, M. F. Graves, & P. van den Broek (Eds.), Reading for meaning: Fostering comprehension in the middle grades (pp. 116–135). Newark, DE: International Reading Association.

Marzano, Robert. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

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Parise, L.M. & Spillane, J.P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice, *The Elementary School Journal*, 110(3), 323-346.

Welman, B. & Lipton, L., (2012). *Got data? Now what? Creating and leading cultures of inquiry*. Bloomington, IN: Solution Tree.

Delia DeCourcy, Literacy Consultant, Oakland Schools delia.decourcy@oakland.k12.mi.us Michele Farah, Ph.D., Literacy Consultant, Oakland Schools michele.farah@oakland.k12.mi.us Diane Katakowski, Speech and Language Consultant, Oakland Schools diane.katakowski@oakland.k12.mi.us Susan M. Koceski, Ph.D., School Psychology Consultant, Oakland Schools susan.koceski@oakland.k12.mi.us (2016) *Helping Students Own Language Through Word Study, Grammar, and Vocabulary Instruction*.

Cummins, J. (2003). Reading and the bilingual student: Fact and friction. In G. G. Garcia (Ed.), *English learners: Reading the highest level of English literacy*. Newark, DE: International Reading Association.

Gallagher, H.A., Woodworth, K.R., and Arshan, N.A. (2015). *Impact of the National Writing Project's College-Ready Writers Program on Teachers and Students*. Menlo Park, CA: SRI International.

Tier: Tier 1

Activity - Implementation: C3WP- College, Career, Community Writers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Integrate and implement C3WP into all Language Arts classrooms which will engage students in complex text through instruction with metacognitive strategies using four mini units housed in select MAISA units in Pontiac's Atlas system.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	English Language Arts Instructors, Building Administration, District Administration, Instructional Coaches, Content Coaches

Activity - Monitor/Evaluate: C3WP- College, Career, Community Writers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use a systematic formative assessment process, Using Sources Tool, to inform next steps in instruction and to measure student impact.	Teacher Collaboration	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	English Language Arts Instructors, Building Administration, District Administration, Instructional Coaches, Content Coaches
Activity - Professional Learning: C3WP- College, Career, Community Writers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th and 8th grade teachers will receive ongoing professional learning designed to deepen content knowledge and pedagogical content around C3WP.	Professional Learning	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	English Language Arts Instructors, Building Administration, District Administration, Instructional Coaches, Content Coaches
Activity - Professional Learning- Adolescent Accelerated Reading Initiative	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
7th and 8th grade ELA teachers will receive professional learning designed to deepen their knowledge around AARI. They will use this information to create and implement an intervention course for Tier 3 students.	Academic Support Program, Professional Learning	Tier 3	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, ELA Instructors, OS ELA Coaches and Consultants
Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Implement MTSS as directed by the Pontiac School District's policies and procedures and the direction of district leadership.	Direct Instruction	Tier 2	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, MTSS Supervisor, Building and District Administration, Instructional Coaches, District Coaches
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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve students' Academic Vocabulary by implementing a Tiered System for Vocabulary Instruction. Teachers will also use content specific word walls to increase students' understanding and use of Academic Vocabulary. This work will be done as per the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches

Activity - Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will help grow students' ability to interact with all forms of data literacy (analyzing, interpreting, evaluating both visual and textual) found in informational text. This work will be done using the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building Administration, District Administration, Technology Support, Instructional Coaches, IRRE and District Coaches

Activity - School-Wide Initiatives-Academic Vocabulary, Reading in the Content Area, Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pontiac Middle School

Teachers will be expected to apply the skills and knowledge learned during professional learning on a Tiered System for Vocabulary Instruction, reading in content area, and data literacy.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building Administration, District Administration, Instructional Coaches, and District Coaches
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Activity - ELA MAISA Units of Study	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about and implement MAISA units, which can be found in Atlas, into daily instruction. Teachers will also use research based best practices for each tier of instruction in academic literacy.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	English Language Arts Instructors, Building Administration, District Administration, District ELA Supervisor, Instructional Coaches, Content Coaches

Activity - Technology Enhanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to exercise novelty to enhance student engagement and college readiness (i.e. Chromebooks, Google Classroom, , Activ-Inspire tools and programs, Discovery Ed, videos, as per the Middle Level Content Framework from IRRE.)	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building Administrators, District Administrators, ELA Department Head, Technology Support, Instructional Coaches, IRRE Coaches

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Activity - Professional Learning- C3WP 6th Grade- College, Career, Community Writers Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th Grade Teachers will receive Professional Learning around the C3WP-College, Career, Community Writers Project Program that will be integrated and implemented into all 6th grade English Language Arts classrooms.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	6th Grade ELA Instructors, Building Administration, District Administration, ELA Department Head, Instructional and Content Coaches
Activity - Speaking and Listening in Literacy- IRRE Middle Level Content Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will use oral checks for understanding and group/individual presentations as indicated in the IRRE Middle Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Reading Instructors, Building Administration, District Administration, Instructional Coaches, IRRE and District Coaches
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend a field trip such as the Detroit Zoo for Grade 7 which supports the curriculum at this grade level. In grade 8 the students will attend a field trip to the Holocaust Museum which supports the curriculum at this grade level. In addition, all grades will attend possible field trips to the Newspaper, School Board, or City Hall.	Field Trip	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA and Reading Instructors, Building and District Administration

Strategy 2:

ELA Instructional Leadership Routines - Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines we will deepen teachers' reading and writing content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Reading and Writing Teaching

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School Improvement Plan

Pontiac Middle School

and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will impact student achievement in Literacy.

Category: English/Language Arts

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in CharlotteMecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Goddard, R., Goddard, Y. Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501- 530. DOI: 10.1086/681925

Knapp, M.S., Copland, M.A., Honig, M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from <http://www.wallacefoundation.org/knowledgecenter/schoolleadership/key-research/Documents/Focused-Leadership-and-Support-in-UrbanSystems.pdf>.

Lane, B. (2014). Turnaround practices in action: An analysis of school and district practices, systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Murphy, J. (1990). Principal instructional leadership. In L. L. Lotto & P. W. Thurston (Eds.), *Advances in educational administration: Changing perspectives on the school*. (Volume I, Part B, pp. 163-200). Greenwich, CT: JAI Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

IRRE- Institute for Research and Reform in Education, retrieved from <http://www.irre.org/about-us>

Tier: Tier 1

Activity - Professional learning around the Blueprint's Instructional Leadership Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Reading and Writing Teaching and their Turnaround Teacher Competencies.	Professional Learning	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building and District Administration, Instructional Coaches, and District Coaches

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Activity - Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building leaders will provide professional learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building and District Administration, Instructional Coaches, and District Coaches
Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leaders will conduct routine classroom walkthroughs and provide timely feedback with specifics to improve high quality instruction through PSD's Ambitious Reading and Writing Teaching Practices and Turnaround Teacher Competencies.	Walkthrough	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	ELA Instructors, Building and District Administration, Instructional Coaches, Blueprint and District Coaches
Activity - Professional Learning Around PSD's Ambitious Reading and Writing Teaching and Turnaround Teacher Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning around PSD's Ambitious Reading and Writing Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, ELA Instructors, Instructional Coaches, Blueprint and Content Coaches
Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Pontiac Middle School staff will receive Professional Learning designed around the skills and practices found in MTSS to implement this program building wide during the 2019/2020 school year.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, MTSS Supervisor, ELA Instructors, Instructional Coaches, and Content Coaches
Activity - IRRE-Institute for Research and Reform in Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All Core Content Area Instructors, Building Administration, and Instructional Coaches will continue to be trained in the use of IRRE, a program designed to improve instruction and personalize learning environments. Teachers will build their capacity to teach more rigorous content, teach it well and to monitor and support fellow educators through use of data on student performance, learning experience, classroom practice and the quality of supports received by educators.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	District and Building Administration, Core Content Area Instructors, Instructional Coaches, IRRE Coaches
Activity - Professional Learning - 6th Grade HQI and IRRE Instructional Strategies and Processes	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Staff new to Pontiac Middle School will receive professional learning around The Blueprint Framework, IRRE-Measuring What Matters, and Adaptive Schools strategies and building protocols.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	District and Building Administration, Department Head, BTN Team Members, Instructional Coaches, IRRE and Content Coaches

Strategy 3:

ELA- Teacher Collaborative Routines - Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance in English Language Arts and Reading.

Category: English/Language Arts

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Research Cited: Bernhardt, V.L., (2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Horn, I.S., & Little, J.W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. American Educational Research Journal, 47(1), 181-217.

Parise, L.M. & Spillane, J.P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice, The Elementary School Journal, 110(3), 323-346.

Penuel, W., Riel, M., Krause, A., & Frank, K. (2009). Analyzing teachers' professional interactions in a school as social capital: A social network approach. Teachers College Record, 111(1), 124-163.

Gramston, Robert J. PhD., & Wellman, Bruce, (2016), Adaptive Schools Foundation Seminar

Tier: Tier 1

Activity - Monitor/Evaluate: Implementation of Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Problem Solving Protocol at every building/departmental meeting to assess fidelity of implementation of the curriculum and student impact on Instructional Learning Cycle data, Common Assessment data and NWEA data.	Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches
Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will analyze data and participate in professional learning around the data gathered during the use of the MTSS process.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches
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Activity - Professional Learning Around PSD's Ambitious Reading and Writing Teaching and Turnaround Teacher Competencies.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning around PSD's Ambitious Reading and Writing Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will enhance their understanding of the ILC process (common assessments, rubrics, and instructional planning.) They will use the ILC process to inform instruction and to improve student achievement.	Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches

Activity - Adaptive Schools- The Seven Norms of Collaborative Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, PLC meetings, grade level meetings, etc.	Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Instructional and Non-load Bearing staff
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Strategy 4:

English Language Development Program - The purpose of creating and implementing an English Language Development Program at Pontiac Middle School is to provide a rigorous curriculum and intentional instruction through which bilingual English learners (ELs) will demonstrate measurable longitudinal progress acquiring English for social and academic purposes. This program will ensure that ELs have equitable access to the entire curriculum with the necessary language skills for authentic comprehension and engagement in the classroom. In addition, this program will enable ELs to demonstrate improved academic achievement and growth in knowledge and understanding as measured on state assessments including WIDA, NWEA, MSTEP and the PSAT. This will provide ELs with a credible path to graduation so that ELS are "high school and college and career ready" with a sound base of language skills acquired during their middle school years. Lastly, this program will promote bilingual parent and community support of the middle school and the school district through a visible commitment to the learning needs of bilingual students.

Category: English/Language Arts

Research Cited: Cummins, J. (2003). Reading and the bilingual student: Fact and friction. In G. G. Garcia (Ed.), English learners: Reading the highest level of English literacy. Newark, DE: International Reading Association.

Tier: Tier 2

Activity - Comprehensive Needs Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

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<p>The purpose of creating and implementing an English Language Development Program at Pontiac Middle School is to provide a rigorous curriculum and intentional instruction through which bilingual English learners (ELs) will demonstrate measurable longitudinal progress acquiring English for social and academic purposes. This program will ensure that ELs have equitable access to the entire curriculum with the necessary language skills for authentic comprehension and engagement in the classroom. In addition, this program will enable ELs to demonstrate improved academic achievement and growth in knowledge and understanding as measured on state assessments including WIDA, NWEA, MSTEP and the PSAT. This will provide ELs with a credible path to graduation so that ELS are "high school and college and career ready" with a sound base of language skills acquired during their middle school years. Lastly, this program will promote bilingual parent and community support of the middle school and the school district through a visible commitment to the learning needs of bilingual students.</p>	<p>Academic Support Program</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/19/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>District Administration, Building Administrators, Oakland Schools ESL/Title III Consultant, Curriculum and Assessment, Bilingual Instructor</p>
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Measurable Objective 2:

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

Strategy 1:

Math-Instructional Leadership Routines - Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines we will deepen teachers' mathematics content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Mathematics Teaching and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will impact student achievement in mathematics.

Category: Mathematics

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in Charlotte Mecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Goddard, R., Goddard, Y. Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501- 530. DOI: 10.1086/681925

Knapp, M.S., Copland, M.A., Honig, M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems. Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from <http://www.wallacefoundation.org/knowledgecenter/schoolleadership/key-research/Documents/Focused-Leadership-and-Support-in-UrbanSystems.pdf>.

Lane, B. (2014). Turnaround practices in action: An analysis of school and district practices, systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

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Murphy, J. (1990). Principal instructional leadership. In L. L. Lotto & P. W. Thurston (Eds.), *Advances in educational administration: Changing perspectives on the school*. (Volume I, Part B, pp. 163-200). Greenwich, CT: JAI Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

IRRE- Institute for Research and Reform in Education, retrieved from <http://www.irre.org/about-us>

Tier: Tier 1

Activity - Professional learning around the Blueprint's Instructional Leadership Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Mathematics Teaching and their Turnaround Teacher Competencies.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administrators, All Mathematics Instructors, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Leaders will conduct routine classroom walkthroughs and provide timely feedback with specifics to improve high quality instruction through PSD's Ambitious Mathematics Teaching Practices and Turnaround Teacher Competencies.	Walkthrough	Tier 1	Implement	08/01/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
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Activity - Professional Learning Around PSD's Ambitious Mathematics Teaching and Turnaround Teacher Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers/Leaders will participate in Professional Learning focused around PSD's Ambitious Mathematics Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.

Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Pontiac Middle School staff will receive Professional Learning designed around the skills and practices found in MTSS to implement this program building wide during the 2019/2020 school year.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building and District Administrators, MTSS Supervisor, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Activity - Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building leaders will provide professional learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Activity - IRRE-Institute for Research and Reform in Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

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All Core Content Area Instructors, Building Administration, and Instructional Coaches will continue to be trained in the use of IRRE, a program designed to improve instruction and personalize learning environments. Teachers will build their capacity to teach more rigorous content, teach it well and to monitor and support fellow educators through use of data on student performance, learning experience, classroom practice and the quality of supports received by educators.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	District and Building Administration, Core Content Area Instructors, Instructional Coaches, IRRE Coaches
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Strategy 2:

High Quality Instruction- Math - Using Michigan Math Standards (CCSSM) to deepen students conceptual understanding, procedural fluency and productive disposition to deliver high-quality instruction.

Category: Mathematics

Research Cited: Baroody, K. (2011). Turning around the nation's lowest-performing schools: Five steps districts can take to improve their chances of success. Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED535862.pdf>.

Chandler, G., & Frank, J. (2015). The blueprint for turnaround. Retrieved from www.tinyurl.com/MIExcel-ResourceCenter.

Graves, M. (2000). A vocabulary program to complement and bolster a middle-grade comprehension program. In B. M. Taylor, M. F. Graves, & P. van den Broek (Eds.), Reading for meaning: Fostering comprehension in the middle grades (pp. 116–135). Newark, DE: International Reading Association.

Marzano, Robert. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Parise, L.M. & Spillane, J.P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice, The Elementary School Journal, 110(3), 323-346.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Delia DeCourcy, Literacy Consultant, Oakland Schools delia.decourcy@oakland.k12.mi.us Michele Farah, Ph.D., Literacy Consultant, Oakland Schools michele.farah@oakland.k12.mi.us Diane Katakowski, Speech and Language Consultant, Oakland Schools diane.katakowski@oakland.k12.mi.us Susan M. Koceski, Ph.D., School Psychology Consultant, Oakland Schools susan.koceski@oakland.k12.mi.us (2016) Helping Students Own Language Through Word Study, Grammar, and Vocabulary Instruction.

School Improvement Plan

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The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History is the product of a collaboration among the following fifteen professional organizations committed to the advancement of social studies education: American Bar Association American Historical Association Association of American Geographers Campaign for the Civic Mission of Schools Center for Civic Education Constitutional Rights Foundation Chicago Constitutional Rights Foundation USA Council for Economic Education National Council for Geographic Education National Council for History Education National Council for the Social Studies National Geographic Society National History Day Street Law, Inc. World History Association. The publisher of the document is National Council for the Social Studies, Silver Spring, MD.

Tier: Tier 1

Activity - Inquiry Based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement the 7 Components of Inquiry Based Instruction.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Implement MTSS as directed by the Pontiac School District's policies and procedures and the direction of district leadership.	Academic Support Program	Tier 2	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, MTSS Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve students Academic Vocabulary by implementing a Tiered System for Vocabulary Instruction. Teachers will also use content specific word walls to increase students' understanding and use of Academic Vocabulary. This work will be done per the Middle Level Content Framework from IRRE.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches

Activity - Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will help grow student's ability to interact with all forms of data literacy (analyzing, interpreting, evaluating both visual and textual) found in informational text. This work will be done using the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Activity - School-Wide Initiatives-Academic Vocabulary, Reading in the Content Area, Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be expected to apply the skills and knowledge learned during professional learning on a Tiered System for Vocabulary Instruction, reading in content area, and data literacy.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Activity - Technology Enhanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to exercise novelty to enhance student engagement and college/Career readiness (i.e. Chromebooks, Google Classroom, , Activ-Inspire tools and programs, videos, as per the Middle Level Content Framework from IRRE.)	Materials, Technology	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches

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Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will attend Math Day at Comerica Park. The program covers the elements of math and how it is applied in baseball, such as: geometry, ratios, formulas, statistics, algebra and saber metrics.	Field Trip	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Math Instructors, Building and District Administrators
Activity - HQI, IRRE, Adaptive Schools Teaching Strategies for Mathematics	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will learn about and implement the teaching strategies that are the basis of the Blue Print for Turnaround, IRRE and Adaptive Schools programs.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Activity - Speaking and Listening in Math-IRRE Middle Level Content Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math Instructors will use oral checks for understanding and group/individual presentations as indicated in the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches

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Activity - Professional Learning - Critical Thinking Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
6th, 7th and 8th grade Math Instructors will receive professional learning designed to deepen their knowledge about math intervention. This information will be used to teach Critical Thinking Math to Tier II students in grades 6, 7 and 8.	Direct Instruction, Professional Learning	Tier 2	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, and District Coaches

Strategy 3:

Teacher Collaborative Routines- Math - Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance in Mathematics.

Category: Mathematics

Research Cited: Bernhardt, V.L., (2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Horn, I.S., & Little, J.W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. American Educational Research Journal, 47(1), 181-217.

Parise, L.M. & Spillane, J.P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice, The Elementary School Journal, 110(3), 323-346.

Penuel, W., Riel, M., Krause, A., & Frank, K. (2009). Analyzing teachers' professional interactions in a school as social capital: A social network approach. Teachers College Record, 111(1), 124-163.

Gramston, Robert J. PhD., & Wellman, Bruce, (2016), Adaptive Schools Foundation Seminar

Tier: Tier 1

Activity - Monitor/Evaluate: Implementation of Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac Middle School

Teachers will use Problem Solving Protocol at every building/departmental meeting to assess fidelity of implementation of the curriculum and student impact on Instructional Learning Cycle data, Common Assessment data and NWEA data.	Direct Instruction, Teacher Collaboration	Tier 1	Monitor	08/19/2019	06/01/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, and District Coaches
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Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data and participate in professional learning around the data gathered during the use of the MTSS process.	Professional Learning, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/23/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, Mathematics Supervisor, MTSS Supervisor, Instructional Coaches, and District Coaches

Activity - Professional Learning Around PSD's Ambitious Mathematics Teaching and Turnaround Teacher Competencies.	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac Middle School

Teachers will participate in Professional Learning around PSD's Ambitious Mathematics Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, Mathematics Supervisor, MTSS Supervisor, Instructional Coaches, District Coaches and/or IRRE coaches
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Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Departments will enhance their understanding of the ILC process (common assessments, rubrics, and instructional planning.) They will use the ILC process to inform instruction and to improve student achievement.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE coaches

Activity - Adaptive Schools- The Seven Norms of Collaborative Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac Middle School

All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, PLC meetings, grade level meetings, etc.	Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Instructional and Non-load Bearing staff
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Activity - Book Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in book studies i.e. Math Solution's (2013) "Classroom Discussions in Math: A Teacher's Guide for Using Talk Moves to support the Common Core and More." and NCTM's "Principles to Action: Ensuring Mathematical Success for All." This will offer guidance to teachers and interventionists in order to strengthen mathematical learning and teaching for all students.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	All Mathematics Instructors, Building Administration, Mathematics Supervisor, Instructional Coaches, and District Coaches

Measurable Objective 3:

60% of All Students will demonstrate a proficiency in the areas of history, economics and geographic perspectives in Social Studies by 06/30/2023 as measured by local, state and national assessments..

Strategy 1:

Instructional Leadership Routines - Through the use of Pontiac's Blueprint for Turnaround Instructional Leadership Routines we will deepen teachers' Social Studies content knowledge and their pedagogical content knowledge. Through a focus on Pontiac School District's Vision for Ambitious Social Studies Teaching and their Turnaround Teacher Competencies we will improve our teaching practices leading towards high quality instruction that will impact student achievement in Social Studies.

Category: Social Studies

Research Cited: Education Resource Strategies, Breaking the Cycle of Failure: Strategic Staffing in CharlotteMecklenburg Schools, case study 2009, http://www.erstrategies.org/library/breaking_the_cycle_of_failure_in_cms.

Goddard, R., Goddard, Y. Kim, E., & Miller, R. (2015). A theoretical and empirical analysis of the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in support of student learning. *American Journal of Education*, 121(4), 501- 530. DOI: 10.1086/681925

Knapp, M.S., Copland, M.A., Honig, M., Plecki, M.L., Portin, B.S. (2012). Learning-focused leadership and leadership support: Meaning and practice in urban systems.

School Improvement Plan

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Center for the Study of Teaching and Policy (CTP) at the University of Washington. Retrieved from <http://www.wallacefoundation.org/knowledge-center/schoolleadership/key-research/Documents/Focused-Leadership-and-Support-in-UrbanSystems.pdf>.

Lane, B. (2014). Turnaround practices in action: An analysis of school and district practices, systems, policies, and use of resources contributing to successful turnaround in Massachusetts' level 4 schools. Retrieved from <http://www.instill.com>.

Murphy, J. (1990). Principal instructional leadership. In L. L. Lotto & P. W. Thurston (Eds.), *Advances in educational administration: Changing perspectives on the school*. (Volume I, Part B, pp. 163-200). Greenwich, CT: JAI Press.

Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2012). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw-Hill.

IRRE- Institute for Research and Reform in Education, retrieved from <http://www.irre.org/about-us>

Tier: Tier 1

Activity - Classroom Visits	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leaders will conduct routine classroom walkthroughs and provide timely feedback with specifics to improve high quality instruction through PSD's Ambitious Social Studies Teaching Practices and Turnaround Teacher Competencies.	Walkthrough	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Social Studies Instructors, Leadership Coach, IRRE and Content Coaches.

Activity - Professional Learning Around PSD's Ambitious Social Studies Teaching and Turnaround Teacher Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Social Studies Teaching and their Turnaround Teacher Competencies.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Social Studies Instructors, Leadership Coach, IRRE and Content Coaches.

School Improvement Plan

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Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Pontiac Middle School staff will receive Professional Learning designed around the skills and practices found in MTSS to implement this program building wide during the 2019/2020 school years.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Social Studies Instructors, Leadership Coach, IRRE and Content Coaches.
Activity - Professional learning around the Blueprint's Instructional Leadership Routines	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Social Studies Teaching and their Turnaround Teacher Competencies.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Social Studies Instructors, Instructional Coaches
Activity - Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District and building leaders will provide Professional Learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Social Studies Instructors, Instructional Coaches
Activity - IRRE-Institute for Research and Reform in Education	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Pontiac Middle School

All Core Content Area Instructors, Building Administration, and Instructional Coaches will continue to be trained in the use of IRRE, a program designed to improve instruction and personalize learning environments. Teachers will build their capacity to teach more rigorous content, teach it well and to monitor and support fellow educators through use of data on student performance, learning experience, classroom practice and the quality of supports received by educators.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	District and Building Administration, Core Content Area Instructors, Instructional Coaches, IRRE Coaches
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Strategy 2:

High Quality Instruction - Using Michigan Social Studies Content Expectations, the CCSS for Literacy in History/Social Studies, and the C3 Framework teachers will design, implement, and monitor engaging learning experiences designed to deepen students understanding resulting in proficiency in Social Studies.

Category: Social Studies

Research Cited: Baroody, K. (2011). Turning around the nation's lowest-performing schools: Five steps districts can take to improve their chances of success. Center for American Progress. Retrieved from <http://files.eric.ed.gov/fulltext/ED535862.pdf>.

Chandler, G., & Frank, J. (2015). The blueprint for turnaround. Retrieved from www.tinyurl.com/MIExcel-ResourceCenter.

Graves, M. (2000). A vocabulary program to complement and bolster a middle-grade comprehension program. In B. M. Taylor, M. F. Graves, & P. van den Broek (Eds.), Reading for meaning: Fostering comprehension in the middle grades (pp. 116–135). Newark, DE: International Reading Association.

Marzano, Robert. (2004). Building background knowledge for academic achievement: Research on what works in schools. Alexandria, VA: Association for Supervision and Curriculum Development.

Parrett, W H., & Budge, K. M. (2012). How high poverty schools become high performing schools. Alexandria, VA: ASCD.

Parise, L.M. & Spillane, J.P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice, The Elementary School Journal, 110(3), 323-346.

Welman, B. & Lipton, L., (2012). Got data? Now what? Creating and leading cultures of inquiry. Bloomington, IN: Solution Tree.

Delia DeCourcy, Literacy Consultant, Oakland Schools delia.decourcy@oakland.k12.mi.us Michele Farah, Ph.D., Literacy Consultant, Oakland Schools michele.farah@oakland.k12.mi.us Diane Katakowski, Speech and Language Consultant, Oakland Schools diane.katakowski@oakland.k12.mi.us Susan M. Koceski, Ph.D., School Psychology Consultant, Oakland Schools susan.koceski@oakland.k12.mi.us (2016) Helping Students Own Language Through Word Study, Grammar, and Vocabulary Instruction.

School Improvement Plan

Pontiac Middle School

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History is the product of a collaboration among the following fifteen professional organizations committed to the advancement of social studies education: American Bar Association American Historical Association Association of American Geographers Campaign for the Civic Mission of Schools Center for Civic Education Constitutional Rights Foundation Chicago Constitutional Rights Foundation USA Council for Economic Education National Council for Geographic Education National Council for History Education National Council for the Social Studies National Geographic Society National History Day Street Law, Inc. World History Association. The publisher of the document is National Council for the Social Studies, Silver Spring, MD.

Tier: Tier 1

Activity - Deepening Content Knowledge, Pedagogy and Content Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive professional learning in Social Studies content knowledge and content literacy with alignment to the district's newly approved curriculum. In addition, they will explore and create a set of best practices and strategies that will be used to increase student engagement and achievement. These practices will include inquiry based problem driven instruction, technology tools, and differentiation strategies. Sixth grade Academy teachers will receive professional learning in Project Based Learning and the Designing the Learner Experience (Summer training).	Professional Learning, Curriculum Development	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, District Administration, Instructional Coaches, District Coaches
Activity - Using Online Instructional Materials through Atlas Rubicon	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teaching staff will be trained on the use of Atlas Rubicon, the district's curriculum warehousing tool, as a way to collaborate and develop instruction that aligns to Pontiac's curriculum.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, District Administration, Instructional Coaches, District Coaches
Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Pontiac Middle School

Implement MTSS as directed by the Pontiac School District's policies and procedures and the direction of district leadership.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, MTSS Supervisor, Building and District Administration, Instructional Coaches, District Coaches
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Activity - Academic Vocabulary	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will improve students' Academic Vocabulary by implementing a Tiered System for Vocabulary Instruction. Teachers will also use content specific word walls to increase students' understanding and use of Academic Vocabulary. This work will be done as per the IRRE Middle Level Content Framework for Social Studies.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches

Activity - Reading in the Content Area-Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the reading strategies learned during professional development to strengthen students' ability to interact with different forms of content-specific text. This work will be done as stated in the IRRE Middle Level Content Framework for Social Studies.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches

Activity - Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School Improvement Plan

Pontiac Middle School

Teachers will help grow the student's ability to interact with all forms of data literacy (analyzing, interpreting, evaluating both visual and textual) found in informational text. (Including 40 textbooks for 8th grade American History)	Direct Instruction	Tier 1		08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches
Activity - School-Wide Initiatives-Academic Vocabulary, Reading in the Content Area, Data Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be expected to apply the skills and knowledge learned during professional learning on a Tiered System for Vocabulary Instruction, reading in social studies, and data literacy.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, District Administration, Instructional Coaches
Activity - Technology Enhanced Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use technology to exercise novelty to enhance student engagement and college readiness (i.e. Chromebooks, Google Classroom, , Activ-Inspire tools and programs, Discovery Ed, videos, as per the Middle Level Content Framework from IRRE.)	Direct Instruction, Technology	Tier 1	Implement	08/19/2019	06/30/2020	\$12600	Other	Building and District Administration, Social Studies Instructors, Technology Support, Instructional Coaches, IRRE Coaches
Activity - Extended Learning Opportunities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

School Improvement Plan

Pontiac Middle School

Students will attend field trips such as Cultural Centers, Youth in Government, Cranbrook and/or College tours to extended their learning of Social Studies and college readiness skill building.	Field Trip	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building and District Administration
Activity - Speaking and Listening in Social Studies- IRRE Middle Level Content Framework	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructors will use oral checks for understanding and group and individual presentations as indicated in the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building Administration, District Administration, IRRE Coaches, Instructional Coaches

Strategy 3:

Teacher Collaborative Routines - Teachers will use Pontiac's School District's Problem-Solving Protocol while meeting in Professional Learning Community Teams to plan and monitor instruction and learning with the focus on improving student performance in Social Studies.

Category: Social Studies

Research Cited: Research Cited:

Bernhardt, V.L., (2013). Data analysis for continuous school improvement, 3d edition. Larchmont, NY: Eye on Education.

Sharratt, L. & Fullan, M. (2012). Putting faces on the data: What great leaders do. Thousand Oaks, CA: Corwin Press.

Horn, I.S., & Little, J.W. (2010). Attending to problems of practice: Routines and resources for professional learning in teachers' workplace interactions. American Educational Research Journal, 47(1), 181-217.

Parise, L.M. & Spillane, J.P. (2010). Teacher learning and instructional change: How formal and on-the-job learning opportunities predict change in elementary school teachers' practice, The Elementary School Journal, 110(3), 323-346.

Penuel, W., Riel, M., Krause, A., & Frank, K. (2009). Analyzing teachers' professional interactions in a school as social capital: A social network approach. Teachers College Record, 111(1), 124-163.

Gramston, Robert J. PhD., & Wellman, Bruce, (2016), Adaptive Schools Foundation Seminar

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Tier: Tier 1

Activity - Professional Learning Around PSD's Ambitious Social Studies Teaching and Turnaround Teacher Competencies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in Professional Learning around PSD's Ambitious Social Studies Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Social Studies Instructors, Instructional Coaches, Blueprint Coaches

Activity - MTSS-Multi-Tiered Systems of Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data and participate in professional learning around the data gathered during the use of the MTSS process.	Teacher Collaboration	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, MTSS Supervisor, Building and District Administration, Instructional Coaches, District Coaches

Activity - Monitor/Evaluate: Implementation of Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Problem Solving Protocol at every building/departmental meeting to assess fidelity of implementation of the curriculum and student impact on the Common Assessment data and NWEA data.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2020	\$0	No Funding Required	Social Studies Instructors, Building and District Administration, Instructional Coaches, District Coaches

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Activity - Adaptive Schools- The Seven Norms of Collaborative Work	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, PLC meetings, grade level meetings, etc.	Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	No Funding Required	Building and District Administration, Instructional and Non-load Bearing staff

Goal 3: The school will install the Talent Management system of the Blueprint to ensure that effective staff with turnaround competency are placed within each of building.

Measurable Objective 1:

collaborate to Increase teacher retention by 90% by 06/30/2020 as measured by Human Resource reports.

Strategy 1:

Mentorship Program - All staff at Pontiac Middle School will be paired with students who exhibit Tier 2 or Tier 3 attendance issues to build a positive relationship that will support the skills needed for educational success.

Category: School Culture

Research Cited: ???

Tier: Tier 1

Activity - Mentoring Partners	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All new staff will be partnered with a mentor.	Teacher Collaboration	Tier 2	Implement	08/19/2019	06/30/2020	\$5000	Title I Schoolwide	Administrators, Lead Teacher, and Dept. Head

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Developing Advisory Program	The Building Team Network Advisory Program Team will explore and create programming for the Advisory period at Pontiac Middle School that will support , academics, behavior and attendance. This program will be delivered with fidelity by all advisory instructors.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administration, Advisory Instructors, Advisory Team Members, BTN Team Members, MTSS Supervisor
Behavior Intervention Specialists	PMS with the help of the Pontiac School District will provide Behavior Intervention Specialists to assist and monitor identified students' behavior and put into place a plan for corrective measures.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building Administrators, Behavior Intervention Specialists, MTSS Supervisor
PBIS Recharged Survey	The PBISS Team at PMS will conduct a needs assessment to determine the goals and supports needed to build a positive culture and climate at our middle school.	Behavioral Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administrators, PBIS Recharged Team members, Instructional Staff, MTSS Supervisor

School Improvement Plan

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Implementation PBIS Recharged	PMS will establish a working school based PBIS team of administrators, behavior intervention specialist, teachers, support staff, and authority officers. PBIS activities will be embedded in to existing school based activities. Students will participate in school assemblies and classroom presentations to understand their responsibility for observing all rules and routines.	Behavioral Support Program	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building Administration, Behavioral Intervention Specialist, Teachers, MTSS Supervisor, District Administration, Support Staff, Authority Officers.
PBIS Recharged- Parent Connect	The PBIS Recharged Team at PMS will create a communications system that will include, web-based information, informational pamphlets, monthly calendars, robo-calls, and on-site meetings/activities.	Behavioral Support Program, Parent Involvement	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administrators, PBIS Recharged Team members, Instructional Staff, MTSS Supervisor
Field Trips- Classroom Visitors	Field trips to various cultural centers in and around the Detroit area will be planned for the students taking the Global Issues elective course. In addition, classroom visitors will be invited to share cultural information with students in a pre-arranged session designed by the instructor.	Field Trip, Community Engagement	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building Administrator, Instructor
Oakland University- Partnership- Parent University	Parent University is a community collaboration with Oakland University designed to help parents become full partners in their child's education. We connect parents to resources and support partnerships of families, schools and communities.	Community Engagement	Tier 1	Implement	08/19/2019	06/30/2020	\$0	District and Building Administrators, Oakland University Partnership Members

Other

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

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Technology Enhanced Instruction	Teachers will use technology to exercise novelty to enhance student engagement and college readiness (i.e. Chromebooks, Google Classroom, Activ-Inspire tools and programs, Discovery Ed, videos, as per the Middle Level Content Framework from IRRE.)	Direct Instruction, Technology	Tier 1	Implement	08/19/2019	06/30/2020	\$12600	Building and District Administration, Social Studies Instructors, Technology Support, Instructional Coaches, IRRE Coaches
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Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Mentoring Partners	All new staff will be partnered with a mentor.	Teacher Collaboration	Tier 2	Implement	08/19/2019	06/30/2020	\$5000	Administrators, Lead Teacher, and Dept. Head
Teacher Leaders	The teacher leaders will work with the building administration and the BTN team to support the grade level staff and students. They will work as liaisons with the other departmental leaders and the administration to support all building programs. In addition, they will be expected to be part of the BTN team.	Other - Grade Level Lead Teacher to build new team	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	Building Administrators, District Administrators, BTN Leadership, 6th Grade Team Lead.

Title II Part A

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

Pontiac Middle School

Building Orientation- Departmental Approach	BTN Departmental Leaders will meet with new staff to deepen their understanding of the curriculum, assessment and ILC practices.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administrators, BTN Department Leaders, New Instructional Staff, MTSS Supervisor, District Administration
Building Programs and Protocols	The Building Administration, PBIS Leadership, Technology Leadership, will provide new staff will training around the primary programs and protocols that are used at Pontiac Middle School and how they are used to improve student achievement. This learning will focus on High Quality Instruction and IRRE practices and protocols. In addition, there will be a focus on using illuminate to access student achievement data and to set expectations for it's use to improve student achievement.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administration, PBIS Leadership, Technology Leadership, New Staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS-Multi-Tiered Systems of Support	Pontiac Middle School staff will receive Professional Learning designed around the skills and practices found in MTSS to implement this program building wide during the 2019/2020 school years.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building and District Administration, Social Studies Instructors, Leadership Coach, IRRE and Content Coaches.

School Improvement Plan

Pontiac Middle School

Professional Learning-Adolescent Accelerated Reading Initiative	7th and 8th grade ELA teachers will receive professional learning designed to deepen their knowledge around AARI. They will use this information to create and implement an intervention course for Tier 3 students.	Academic Support Program, Professional Learning	Tier 3	Monitor	08/19/2019	06/30/2020	\$0	Building and District Administration, ELA Instructors, OS ELA Coaches and Consultants
Early Warning Support-Advisory	Staff will study early warning indicators during Advisory of attendance, grades, and disciplinary actions to develop, implement, and institute intervention strategies for At-Risk students.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administrators, Teachers, Student Support Network Team Members, MTSS Supervisor
Classroom Visits	District Leaders will conduct routine classroom walkthroughs and provide timely feedback with specifics to improve high quality instruction through PSD's Ambitious Social Studies Teaching Practices and Turnaround Teacher Competencies.	Walkthrough	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administration, Social Studies Instructors, Leadership Coach, IRRE and Content Coaches.
Data Literacy	Teachers will help grow the student's ability to interact with all forms of data literacy (analyzing, interpreting, evaluating both visual and textual) found in informational text. (Including 40 textbooks for 8th grade American History)	Direct Instruction	Tier 1		08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches

School Improvement Plan

Pontiac Middle School

Implementation: C3WP-College, Career, Community Writers Program	Integrate and implement C3WP into all Language Arts classrooms which will engage students in complex text through instruction with metacognitive strategies using four mini units housed in select MAISA units in Pontiac's Atlas system.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	English Language Arts Instructors, Building Administration, District Administration, Instructional Coaches, Content Coaches
Comprehensive Needs Assessment	The purpose of creating and implementing an English Language Development Program at Pontiac Middle School is to provide a rigorous curriculum and intentional instruction through which bilingual English learners (ELs) will demonstrate measurable longitudinal progress acquiring English for social and academic purposes. This program will ensure that ELs have equitable access to the entire curriculum with the necessary language skills for authentic comprehension and engagement in the classroom. In addition, this program will enable ELs to demonstrate improved academic achievement and growth in knowledge and understanding as measured on state assessments including WIDA, NWEA, MSTEP and the PSAT. This will provide ELs with a credible path to graduation so that ELS are "high school and college and career ready" with a sound base of language skills acquired during their middle school years. Lastly, this program will promote bilingual parent and community support of the middle school and the school district through a visible commitment to the learning needs of bilingual students.	Academic Support Program	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	District Administration, Building Administrators, Oakland Schools ESL/Title III Consultant, Curriculum and Assessment, Bilingual Instructor
MTSS-Multi-Tiered Systems of Support	Teachers will analyze data and participate in professional learning around the data gathered during the use of the MTSS process.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches

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Adaptive Schools- The Seven Norms of Collaborative Work	All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, PLC meetings, grade level meetings, etc.	Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	Building and District Administration, Instructional and Non-load Bearing staff
MTSS-Multi-Tiered Systems of Support	Pontiac Middle School staff will receive Professional Learning designed around the skills and practices found in MTSS to implement this program building wide during the 2019/2020 school year.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building and District Administration, MTSS Supervisor, ELA Instructors, Instructional Coaches, and Content Coaches
Extended Learning Opportunities	Students will attend field trips such as Cultural Centers, Youth in Government, Cranbrook and/or College tours to extended their learning of Social Studies and college readiness skill building.	Field Trip	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building and District Administration
Professional Learning Around PSD's Ambitious Social Studies Teaching and Turnaround Teacher Competencies	Teachers will participate in Professional Learning around PSD's Ambitious Social Studies Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administration, Social Studies Instructors, Instructional Coaches, Blueprint Coaches
Professional Learning: C3WP- College, Career, Community Writers Program	7th and 8th grade teachers will receive ongoing professional learning designed to deepen content knowledge and pedagogical content around C3WP.	Professional Learning	Tier 1		08/19/2019	06/30/2020	\$0	English Language Arts Instructors, Building Administration, District Administration, Instructional Coaches, Content Coaches

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Speaking and Listening in Social Studies- IRRE Middle Level Content Framework	Instructors will use oral checks for understanding and group and individual presentations as indicated in the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building Administration, District Administration, IRRE Coaches, Instructional Coaches
Academic Vocabulary	Teachers will improve students' Academic Vocabulary by implementing a Tiered System for Vocabulary Instruction. Teachers will also use content specific word walls to increase students' understanding and use of Academic Vocabulary. This work will be done as per the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches
MTSS-Multi-Tiered Systems of Support	Implement MTSS as directed by the Pontiac School District's policies and procedures and the direction of district leadership.	Direct Instruction	Tier 2	Getting Ready	08/19/2019	06/30/2020	\$0	ELA Instructors, MTSS Supervisor, Building and District Administration, Instructional Coaches, District Coaches
Curriculum- Global Issues	The Building Administrator, with the help of the district's curriculum team and the designated instructor, will research and build a semester long curriculum to be implemented during the 2018/2019 school year.	Curriculum Development	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building Administrator, Instructor, District Curriculum Team
IRRE-Institute for Research and Reform in Education	All Core Content Area Instructors, Building Administration, and Instructional Coaches will continue to be trained in the use of IRRE, a program designed to improve instruction and personalize learning environments. Teachers will build their capacity to teach more rigorous content, teach it well and to monitor and support fellow educators through use of data on student performance, learning experience, classroom practice and the quality of supports received by educators.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	District and Building Administration, Core Content Area Instructors, Instructional Coaches, IRRE Coaches

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Building Wide Classroom Routines	The instructional staff at Pontiac Middle School will develop a set of classroom routines (i.e., but not limited to, Second Step Middle School Curriculum) that will promote student's academic success. These routines will establish clear, classroom behavior expectations. These routines will be used by all instructional staff with fidelity.	Academic Support Program	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building Administrators, Instructional Staff
Extended Learning Opportunities	Students will attend Math Day at Comerica Park. The program covers the elements of math and how it is applied in baseball, such as: geometry, ratios, formulas, statistics, algebra and saber metrics.	Field Trip	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Math Instructors, Building and District Administrators
Monitor/Evaluate: Implementation of Curriculum	Teachers will use Problem Solving Protocol at every building/departmental meeting to assess fidelity of implementation of the curriculum and student impact on Instructional Learning Cycle data, Common Assessment data and NWEA data.	Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches
Adaptive Schools- The Seven Norms of Collaborative Work	All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, PLC meetings, grade level meetings, etc.	Direct Instruction, Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building and District Administration, Instructional and Non-load Bearing staff
Professional Learning Around PSD's Ambitious Social Studies Teaching and Turnaround Teacher Competencies	District Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Social Studies Teaching and their Turnaround Teacher Competencies.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administration, Social Studies Instructors, Leadership Coach, IRRE and Content Coaches.

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Data Literacy	Teachers will help grow student's ability to interact with all forms of data literacy (analyzing, interpreting, evaluating both visual and textual) found in informational text. This work will be done using the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
IRRE-Institute for Research and Reform in Education	All Core Content Area Instructors, Building Administration, and Instructional Coaches will continue to be trained in the use of IRRE, a program designed to improve instruction and personalize learning environments. Teachers will build their capacity to teach more rigorous content, teach it well and to monitor and support fellow educators through use of data on student performance, learning experience, classroom practice and the quality of supports received by educators.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	District and Building Administration, Core Content Area Instructors, Instructional Coaches, IRRE Coaches
School-Wide Initiatives-Academic Vocabulary, Reading in the Content Area, Data Literacy	Teachers will be expected to apply the skills and knowledge learned during professional learning on a Tiered System for Vocabulary Instruction, reading in content area, and data literacy.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Professional Learning-C3WP 6th Grade-College, Career, Community Writers Program	6th Grade Teachers will receive Professional Learning around the C3WP-College, Career, Community Writers Project Program that will be integrated and implemented into all 6th grade English Language Arts classrooms.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	6th Grade ELA Instructors, Building Administration, District Administration, ELA Department Head, Instructional and Content Coaches

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Professional Learning - 6th Grade HQI and IRRE Instructional Strategies and Processes	Instructional Staff new to Pontiac Middle School will receive professional learning around The Blueprint Framework, IRRE-Measuring What Matters, and Adaptive Schools strategies and building protocols.	Direct Instruction, Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	District and Building Administration, Department Head, BTN Team Members, Instructional Coaches, IRRE and Content Coaches
Data Literacy	Teachers will help grow students' ability to interact with all forms of data literacy (analyzing, interpreting, evaluating both visual and textual) found in informational text. This work will be done using the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA Instructors, Building Administration, District Administration, Technology Support, Instructional Coaches, IRRE and District Coaches
Speaking and Listening in Literacy- IRRE Middle Level Content Framework	Instructors will use oral checks for understanding and group/individual presentations as indicated in the IRRE Middle Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA Reading Instructors, Building Administration, District Administration, Instructional Coaches, IRRE and District Coaches

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<p>Monitor/Evaluate: Implementation of Curriculum</p>	<p>Teachers will use Problem Solving Protocol at every building/departmental meeting to assess fidelity of implementation of the curriculum and student impact on Instructional Learning Cycle data, Common Assessment data and NWEA data.</p>	<p>Direct Instruction, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/19/2019</p>	<p>06/01/2020</p>	<p>\$0</p>	<p>All Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, and District Coaches</p>
<p>Professional Learning Around PSD's Ambitious Mathematics Teaching and Turnaround Teacher Competencies</p>	<p>Teachers/Leaders will participate in Professional Learning focused around PSD's Ambitious Mathematics Teaching, Turnaround Teacher Competencies, and classroom visit process.</p>	<p>Professional Learning</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.</p>
<p>MTSS-Multi-Tiered Systems of Support</p>	<p>Implement MTSS as directed by the Pontiac School District's policies and procedures and the direction of district leadership.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Getting Ready</p>	<p>08/19/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Social Studies Instructors, MTSS Supervisor, Building and District Administration, Instructional Coaches, District Coaches</p>

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Professional learning around the Blueprint's Instructional Leadership Routines	Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Mathematics Teaching and their Turnaround Teacher Competencies.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administrators, All Mathematics Instructors, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Monitor/Evaluate: C3WP- College, Career, Community Writers Program	Teachers will use a systematic formative assessment process, Using Sources Tool, to inform next steps in instruction and to measure student impact.	Teacher Collaboration	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	English Language Arts Instructors, Building Administration, District Administration, Instructional Coaches, Content Coaches
Student Mentorship Program	Students who are identified by the SSN team as Tier 3 or are at-risk of failure due to attendance, behavior, and academics are paired up with a staff mentor who will work to build a positive relationship and create a sense of trust and open communication with the student (a go to person). The mentor will provided support and direction in building relationships with teachers and other students that will prevent conflicts non-violently.	Behavioral Support Program	Tier 3	Implement	08/19/2019	06/30/2020	\$0	Building Administrators, SSN Team members, Instructional staff, MTSS Supervisor

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Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy	District and building leaders will provide professional learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Extended Learning Opportunities	Students will attend a field trip such as the Detroit Zoo for Grade 7 which supports the curriculum at this grade level. In grade 8 the students will attend a field trip to the Holocaust Museum which supports the curriculum at this grade level. In addition, all grades will attend possible field trips to the Newspaper, School Board, or City Hall.	Field Trip	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA and Reading Instructors, Building and District Administration
Book Studies	Teachers will participate in book studies i.e. Math Solution's (2013) "Classroom Discussions in Math: A Teacher's Guide for Using Talk Moves to support the Common Core and More." and NCTM's "Principles to Action: Ensuring Mathematical Success for All." This will offer guidance to teachers and interventionists in order to strengthen mathematical learning and teaching for all students.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	All Mathematics Instructors, Building Administration, Mathematics Supervisor, Instructional Coaches, and District Coaches
Reading in the Content Area-Social Studies	Teachers will use the reading strategies learned during professional development to strengthen students' ability to interact with different forms of content-specific text. This work will be done as stated in the IRRE Middle Level Content Framework for Social Studies.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches

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Classroom Visits	District Leaders will conduct routine classroom walkthroughs and provide timely feedback with specifics to improve high quality instruction through PSD's Ambitious Reading and Writing Teaching Practices and Turnaround Teacher Competencies.	Walkthrough	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	ELA Instructors, Building and District Administration, Instructional Coaches, Blueprint and District Coaches
MTSS-Multi-Tiered Systems of Support	Implement MTSS as directed by the Pontiac School District's policies and procedures and the direction of district leadership.	Academic Support Program	Tier 2	Getting Ready	08/19/2019	06/30/2020	\$0	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, MTSS Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Using Online Instructional Materials through Atlas Rubicon	Teaching staff will be trained on the use of Atlas Rubicon, the district's curriculum warehousing tool, as a way to collaborate and develop instruction that aligns to Pontiac's curriculum.	Direct Instruction, Professional Learning, Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building Administration, District Administration, Instructional Coaches, District Coaches

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Intense Student Support Network Team	The Student Support Network (SSN) is the collective effort of all adults in the organization to utilize the structures, supports and processes to skillfully and effectively address the non-academic needs of all student served by the district. This consists of : Behavioral Interventionists, At-risk Social Workers, School Social Workers, Psychologist, Teen Health Center, CHAMPS, Department of Human Services, Pontiac Youth Assistance, and Counselors. A Student Support Network Team will be created and PMS to support the pastoral care programs that will support student's non-academic needs.	Other - Meeting Non-Academic Needs-Pastoral Care	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building Administrators, Non-Load Baring Staff, Instructors, MTSS Supervisor
Instructional Learning Cycles	Departments will enhance their understanding of the ILC process (common assessments, rubrics, and instructional planning.) They will use the ILC process to inform instruction and to improve student achievement.	Teacher Collaboration	Tier 1		08/19/2019	06/30/2020	\$0	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches
Instructional Learning Cycles	Departments will enhance their understanding of the ILC process (common assessments, rubrics, and instructional planning.) They will use the ILC process to inform instruction and to improve student achievement.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Mathematics Instructors, Building Administration, Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE coaches

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Inquiry Based Instruction	Implement the 7 Components of Inquiry Based Instruction.	Direct Instruction	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
MTSS-Multi-Tiered Systems of Support	Pontiac Middle School staff will receive Professional Learning designed around the skills and practices found in MTSS to implement this program building wide during the 2019/2020 school year.	Professional Learning	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Mathematics Instructors, Building and District Administrators, MTSS Supervisor, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.
Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy	District and building leaders will provide Professional Learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administration, Social Studies Instructors, Instructional Coaches

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Speaking and Listening in Math-IRRE Middle Level Content Framework	Math Instructors will use oral checks for understanding and group/individual presentations as indicated in the IRRE Middle Level Content Framework.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Technology Enhanced Instruction	Teachers will use technology to exercise novelty to enhance student engagement and college/Career readiness (i.e. Chromebooks, Google Classroom, , Activ-Inspire tools and programs, videos, as per the Middle Level Content Framework from IRRE.)	Materials, Technology	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Professional Learning Around PSD's Ambitious Reading and Writing Teaching and Turnaround Teacher Competencies	Teachers will participate in Professional Learning around PSD's Ambitious Reading and Writing Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administration, ELA Instructors, Instructional Coaches, Blueprint and Content Coaches

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<p>ELA MAISA Units of Study</p>	<p>Teachers will learn about and implement MAISA units, which can be found in Atlas, into daily instruction. Teachers will also use research based best practices for each tier of instruction in academic literacy.</p>	<p>Direct Instruction</p>	<p>Tier 1</p>	<p>Monitor</p>	<p>08/19/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>English Language Arts Instructors, Building Administration, District Administration, District ELA Supervisor, Instructional Coaches, Content Coaches</p>
<p>MTSS-Multi-Tiered Systems of Support</p>	<p>Teachers will analyze data and participate in professional learning around the data gathered during the use of the MTSS process.</p>	<p>Professional Learning, Teacher Collaboration</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/23/2020</p>	<p>\$0</p>	<p>All Mathematics Instructors, Building Administration, Mathematics Supervisor, MTSS Supervisor, Instructional Coaches, and District Coaches</p>
<p>Deepening Content Knowledge, Pedagogy and Content Literacy</p>	<p>Teachers will receive professional learning in Social Studies content knowledge and content literacy with alignment to the district's newly approved curriculum. In addition, they will explore and create a set of best practices and strategies that will be used to increase student engagement and achievement. These practices will include inquiry based problem driven instruction, technology tools, and differentiation strategies. Sixth grade Academy teachers will receive professional learning in Project Based Learning and the Designing the Learner Experience (Summer training).</p>	<p>Professional Learning, Curriculum Development</p>	<p>Tier 1</p>	<p>Implement</p>	<p>08/19/2019</p>	<p>06/30/2020</p>	<p>\$0</p>	<p>Social Studies Instructors, Building Administration, District Administration, Instructional Coaches, District Coaches</p>

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Professional learning around the Blueprint's Instructional Leadership Routines	District Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Social Studies Teaching and their Turnaround Teacher Competencies.	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Building and District Administration, Social Studies Instructors, Instructional Coaches
Monitor/Evaluate: Implementation of Curriculum	Teachers will use Problem Solving Protocol at every building/departmental meeting to assess fidelity of implementation of the curriculum and student impact on the Common Assessment data and NWEA data.	Direct Instruction, Teacher Collaboration	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building and District Administration, Instructional Coaches, District Coaches
School-Wide Initiatives-Academic Vocabulary, Reading in the Content Area, Data Literacy	Teachers will be expected to apply the skills and knowledge learned during professional learning on a Tiered System for Vocabulary Instruction, reading in content area, and data literacy.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA Instructors, Building Administration, District Administration, Instructional Coaches, and District Coaches
Technology Enhanced Instruction	Teachers will use technology to exercise novelty to enhance student engagement and college readiness (i.e. Chromebooks, Google Classroom, Activ-Inspire tools and programs, Discovery Ed, videos, as per the Middle Level Content Framework from IRRE.)	Direct Instruction, Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA Instructors, Building Administrators, District Administrators, ELA Department Head, Technology Support, Instructional Coaches, IRRE Coaches

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Outside Agency Partnerships	The Student Support Network Team will create partnerships with outside agencies that will support the academic and non-academic needs of the students at Pontiac Middle School.	Community Engagement	Tier 2	Getting Ready	08/19/2019	06/30/2020	\$0	District Administrators, Building Administrators, SSN team members
School-Wide Initiatives-Academic Vocabulary, Reading in the Content Area, Data Literacy	Teachers will be expected to apply the skills and knowledge learned during professional learning on a Tiered System for Vocabulary Instruction, reading in social studies, and data literacy.	Direct Instruction	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building Administration, District Administration, Instructional Coaches
Academic Vocabulary	Teachers will improve students Academic Vocabulary by implementing a Tiered System for Vocabulary Instruction. Teachers will also use content specific word walls to increase students' understanding and use of Academic Vocabulary. This work will be done per the Middle Level Content Framework from IRRE.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
IRRE-Institute for Research and Reform in Education	All Core Content Area Instructors, Building Administration, and Instructional Coaches will continue to be trained in the use of IRRE, a program designed to improve instruction and personalize learning environments. Teachers will build their capacity to teach more rigorous content, teach it well and to monitor and support fellow educators through use of data on student performance, learning experience, classroom practice and the quality of supports received by educators.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	District and Building Administration, Core Content Area Instructors, Instructional Coaches, IRRE Coaches

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MTSS-Multi-Tiered Systems of Support	Teachers will analyze data and participate in professional learning around the data gathered during the use of the MTSS process.	Teacher Collaboration	Tier 1	Monitor	08/19/2019	06/30/2020	\$0	Social Studies Instructors, MTSS Supervisor, Building and District Administration, Instructional Coaches, District Coaches
HQI, IRRE, Adaptive Schools Teaching Strategies for Mathematics	Teachers will learn about and implement the teaching strategies that are the basis of the Blue Print for Turnaround, IRRE and Adaptive Schools programs.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, IRRE and District Coaches
Classroom Visits	Leaders will conduct routine classroom walkthroughs and provide timely feedback with specifics to improve high quality instruction through PSD's Ambitious Mathematics Teaching Practices and Turnaround Teacher Competencies.	Walkthrough	Tier 1	Implement	08/01/2019	06/30/2020	\$0	Mathematics Instructors, Building and District Administrators, District Mathematics Supervisor, Instructional Coaches, District Coaches and/or IRRE Coaches.

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Literacy Across Content Areas: Building Academic Vocabulary, Reading Content Specific Text, and Data Literacy	District and building leaders will provide professional learning and coaching supports around the following literacy skills: 1. for understanding and implementing of a Tiered System for teaching Academic Vocabulary. 2. for understanding and implementing reading strategies for reading content specific text. 3. for understanding and implementing instructional strategies to develop students who are data literate.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA Instructors, Building and District Administration, Instructional Coaches, and District Coaches
Professional learning around the Blueprint's Instructional Leadership Routines	District Leaders will provide training and time for PLC's around the components found in the Instructional Leadership Routines and how they connect to and support Pontiac School District's Vision for Ambitious Reading and Writing Teaching and their Turnaround Teacher Competencies.	Professional Learning	Tier 1		08/19/2019	06/30/2020	\$0	ELA Instructors, Building and District Administration, Instructional Coaches, and District Coaches
Professional Learning Around PSD's Ambitious Reading and Writing Teaching and Turnaround Teacher Competencies.	Teachers will participate in Professional Learning around PSD's Ambitious Reading and Writing Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	ELA and Reading Instructors, Building and District Administrators, Instructional Coaches, District Coaches
Adaptive Schools- The Seven Norms of Collaborative Work	All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, PLC meetings, grade level meetings, etc.	Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building and District Administration, Instructional and Non-load Bearing staff
Academic Vocabulary	Teachers will improve students' Academic Vocabulary by implementing a Tiered System for Vocabulary Instruction. Teachers will also use content specific word walls to increase students' understanding and use of Academic Vocabulary. This work will be done as per the IRRE Middle Level Content Framework for Social Studies.	Direct Instruction	Tier 1	Implement	08/19/2019	06/30/2020	\$0	Social Studies Instructors, Building Administration, Instructional Coaches, IRRE and District Coaches

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Professional Learning Around PSD's Ambitious Mathematics Teaching and Turnaround Teacher Competencies.	Teachers will participate in Professional Learning around PSD's Ambitious Mathematics Teaching, Turnaround Teacher Competencies, and classroom visit process.	Professional Learning	Tier 1	Implement	08/19/2019	06/30/2020	\$0	All Mathematics Instructors, Building Administration, Mathematics Supervisor, MTSS Supervisor, Instructional Coaches, District Coaches and/or IRRE coaches
Professional Learning - Critical Thinking Math Intervention	6th, 7th and 8th grade Math Instructors will receive professional learning designed to deepen their knowledge about math intervention. This information will be used to teach Critical Thinking Math to Tier II students in grades 6, 7 and 8.	Direct Instruction, Professional Learning	Tier 2	Implement	08/19/2019	06/30/2020	\$0	Mathematics Instructors, Building Administration, District Curriculum Supervisors, Instructional Coaches, and District Coaches

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Adaptive Schools- The Seven Norms of Collaborative Work	All instructional and non-load bearing staff will receive professional learning in The Seven Norms of Collaborative Work from the Adaptive Schools Program. All staff will be expected to implement this training at all building meetings such as staff meetings, late start meetings, PLC meetings, grade level meetings, etc.	Teacher Collaboration	Tier 1	Getting Ready	08/19/2019	06/30/2020	\$0	Building and District Administration, Instructional and Non-load Bearing Staff, MTSS Supervisor