



School Improvement Plan

Rogers School

Pontiac City School District

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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	Rogers school will continue with Goals and Plans in ASSIST	

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?

1. The comprehensive needs assessment took place over the course of the 2018-19 school year. The meetings were held once a month from 3:30-5:00 pm and all stakeholders were able to attend. The evaluation was conducted by a team, which consisted of an administrator, teachers, parents, students, and community partners. The team focused on gathering multiple types of data available; MStep (yearly/achievement), SWIS (monthly/process), NWEA (3 times per year/achievement), WIDA (yearly/achievement), MI ACCESS (yearly/achievement), attendance data (quarterly, unless otherwise needed), EdYes! (yearly/process), formative (ongoing/process) and summative (after a unit of study/process) assessments, parent, student and staff surveys (2 times per year/perception). Parent perception surveys are given at the beginning, middle, and end of the school year. Parents are allowed opportunities to assist with the building-wide plan throughout the school year.

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 SIP team reviewed and analyzed the MStep item analysis; MStep disaggregated data including racial balance, gender and enrollment trends.

Rogers' enrollment continues to grow and was at 397 students for the 2018- 2019 school year. Student demographics include: 28% Hispanic, 58% African-American, 11% Caucasian, 2% Asian and 1% Other. The demographics of the community-at-large are 60% Caucasian, 19% African-American, 15% Asian, and 6% Hispanic. Staff demographics are 51% Caucasian, 30% African- American, and 19% Hispanic. The community served consists of a diverse population consisting of college students, homeowners and apartment dwellers. The community includes one major university, 3 private schools and 1 charter school.

Discipline Data

For the 2017-2018 school year we saw a decrease in negative behavior from 90 to 61 negative infractions. 36% of the negative infractions were made by 22 students with repeated infractions. Only 61 students were involved in the negative infractions and 39 students had single infractions.

That is a 33% decrease in negative infractions. We attribute that to Roger's PBIS and Behavioral Specialist and new student orientation..

Attendance-Mobility Data

Rogers Elementary had an slight decrease of 3 (391 student in the fall increase to 388 students in the spring) students during the 2017-2018 school year which is an increase of 18%. Approximately 70% of our students attend school daily.

Process Data

For all nine standards we are at the sustained level of implementation.

ILC data- Process Document

When we use the ILC process, we collect audit implementation data on our instructional strategies. Using pre and post assessment, we are able to discuss the effectiveness of our shared strategies to determine the most effective instructional approach.

Data Analysis

Academic Data

The data was analyzed during staff meetings (whole group), ILC's (grade level), PLC's (K-2, 3-6) and other arranged times. The stakeholders worked collaboratively to collect, interpret, and formulate goals based on the data and best practices. As we examined the data, we identified that the following targeted student populations were below proficiency levels: African-American Students, Students with Disabilities (SWD) and English Language Learners (ELL). The core content areas of Science, Reading, and Math showed a substantial deficit. As a result of our analysis, we are focused on long-term goals in reading, writing, math, science, and social studies. We have researched best practices, and selected instructional strategies that would address the needs of all students, with a focus on the identified targeted populations and help to close the achievement gaps. We are focused on achieving the AMO objectives of 85% proficiency in all content areas by 2022.

Goal 1: All Students will Achieve 85% Proficiency by 2022.

The MTSS will provide a systematic problem solving approach to increase academics and behavior. The MTSS process involves three tiers for instruction. Tier I is the entire class, tier II includes students that need additional support at mastering grade level standards. Tier III students are usually two or more years behind academically. They require intensive intervention in order to increase their academic achievement. Teachers and behavior specialists implement differentiated instruction for all three tiers. Interventionists implement differentiated instruction for tier II and tier III students. Behavior follows the same process yet the focus is on changes in behavior. The At Risk social work and social worker provide intervention for the behaviorally at-risk students. Our building program to address behavior is PBIS.

In ELA, the comprehensive needs assessment data revealed that overall 41% of kindergarten and 54% of first graders were proficient or at benchmark in reading based on Running Records testing 2017-2018 (MLPP and Fountas and Pinnell). 47% of second graders were at or above proficiency on the NWEA assessment. K-2 students need strong support in: reading foundation skills, concepts of print, phonological awareness, and phonics. Application of skills in: reading tasks (whole group, small group, individually), reread texts at independent levels, develop verbal skills, grammatical skills (nouns/verbs), apply comprehension skills, and sight words.

In writing (Fountas and Pinnell), our K-2 students showed needs in: verbal expression, vocabulary, correct sight word application, grammatical skills, writing process and application, interpretive writing, shared writing, guided writing groups and independent writing.

Goal 2: All Students will Achieve 85% Proficiency by 2022.

The MTSS will provide a systematic problem solving approach to increase academics and behavior. The MTSS process involves three tiers for instruction. Tier I is the entire class, tier II includes students that need additional support at mastering grade level standards. Tier III students are usually two or more years behind academically. They require intensive intervention in order to increase their academic achievement. Teachers and behavior specialists implement differentiated instruction for all three tiers. Interventionists implement differentiated instruction for tier II and tier III students. Behavior follows the same process yet the focus is on changes in behavior. The At Risk social work and social worker provide intervention for the behaviorally at-risk students. Our building program to address behavior is PBIS.

In math (Everyday Mathematics), our K-2 students showed needs in: addition and subtraction concepts, abstract reasoning, quantitative relationships, place value, patterns and structures (rules, operations), and algebraic thinking.

MStep Data

Math

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Based on 2017-2018 MStep results, our sixth grade math score is 7% at or proficient.

Based on 2017- 2018 MStep results, our fifth grade math score is 3% at or above proficient.

Based on 2017-2018 MStep results, our fourth grade math score is 20% at or above proficient.

Based on 2017-2018 MStep results, our third grade math score is 48% at or above proficient.

In conclusion, based on the MStep data we identified the areas of priority in math as numbers and operation focused on place value, multiplication, and division.

Reading

Based on 2017-2018 MStep results, our third grade reading score is 35% at or above proficient.

Based on 2017- 2018 MStep results, our fourth grade reading score is 14% at or above proficient.

Based on 2017-2018 MStep results, our fifth grade reading score is 32% at or above proficient.

Based on 2017-2018 MStep results, our sixth grade reading score is 16% at or above proficient.

In ELA, the comprehensive needs assessment revealed that our 3-6 students need strong support in close and critical reading skills, application of comprehension strategies, informational text, verbalizing their understanding, phonics skill, grammatical skills, extensive and varied reading at independent reading level. Students with disabilities also need support in narrative text. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

In conclusion, our reading instruction has areas of comprehension to strengthen for reading informational text with emphasis on Close and Critical Reading Skills, questions 1 and 2. In addition, our targeted students groups need additional direct instruction for how to apply comprehension strategies to make sense of what they read. English language grammar instruction is needed at all levels for all student groups.

Social Studies

Goal 3: All Students will Achieve 85% Proficiency by 2022.

The MTSS will provide a systematic problem solving approach to increase academics and behavior. The MTSS process involves three tiers for instruction. Tier I is the entire class, tier II includes students that need additional support at mastering grade level standards. Tier III students are usually two or more years behind academically. They require intensive intervention in order to increase their academic achievement. Teachers and behavior specialists implement differentiated instruction for all three tiers. Interventionists implement differentiated instruction for tier II and tier III students. Behavior follows the same process yet the focus is on changes in behavior. The At Risk social work and social worker provide intervention for the behaviorally at-risk students. Our building program to address behavior is PBIS.

Science

Goal 4: All Students will Achieve 85% Proficiency by 2022.

The MTSS will provide a systematic problem solving approach to increase academics and behavior. The MTSS process involves three tiers for instruction. Tier I is the entire class, tier II includes students that need additional support at mastering grade level standards.

Tier III students are usually two or more years behind academically. They require intensive intervention in order to increase their academic achievement. Teachers and behavior specialists implement differentiated instruction for all three tiers. Interventionists implement differentiated instruction for tier II and tier III students. Behavior follows the same process yet the focus is on changes in behavior. The At Risk social work and social worker provide intervention for the behaviorally at-risk students. Our building program to address behavior is PBIS..

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Writing Teacher Made Common Assessments

Based on the last formal writing assessment, the 2013-2014 MEAP results, our fourth grade writing score decreased from 12.5% to <10%, which is about a 10% decrease.

In writing, the comprehensive needs assessment revealed that all of our 3-6 students need the following support in writing: syntax skills, writing process, writing genres, sustained writing, constructed response, writing long pieces, informational writing, opinion writing, grammatical skills, and personal styles. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS.

In conclusion, based on the teacher made common assessment data we identified the areas of priority in writing as the 6+1 Traits of Writing and Writing Workshop using Atlas Rubicon

NWEA Testing

In math K-6th students showed needs in numbers and operations and algebraic thinking, decimal fraction operations, whole number division, area/perimeter, and mathematical connections. ELL students and students with disabilities also showed needs in properties of 2D shapes/angles, geometric shapes, and properties of 2D/3D. Based on these results the SIP reflects relevant changes to the goals, strategies, and activities to address MTSS. In January, we completed our mid-year testing session using the NWEA test for mathematics, reading, language, and science in grades 2-6.

Sixth Grade

Math

Based on the results of the past year of NWEA testing, 2017-2018, our sixth grade math score has remained at 45% proficient.

Reading

Based on the results of the past year of NWEA testing, 2017-2018, our sixth grade reading score has remained at 52% proficient.

Fifth Grade

Math

Based on the results of the past year of NWEA testing, 2017-2018, our fifth grade math score has remained at 47% proficient.

Reading

Based on the results of the past year of NWEA testing, 2017-2018, our fifth grade reading score has remained at 56% proficient.

Fourth Grade

Math

Based on the results of the past year of NWEA testing, 2017-2018, our fourth grade math score has remained at 78% proficient.

Reading

Based on the results of the past year of NWEA testing, 2017-2018, our fourth grade reading score has remained at 59% proficient.

Third Grade

Math

Based on the results of the past year of NWEA testing, 2017-2018, our third grade math score has remained at 84% proficient.

Reading

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Based on the results of the past year of NWEA testing, 2017-2018, our third grade reading score has remained at 59% proficient.

Second Grade

Math

Based on the results of the past year of NWEA testing, 2017-2018, our second grade math score has remained at 74% proficient.

Reading

Based on the results of the past year of NWEA testing, 2017-2018, our second grade reading score has remained at 52% proficient.

Science

The second grade is assessed through teacher made common assessments.

First Grade

Math

Based on the results of the past year of NWEA testing, 2017-2018, our first grade math score has remained at 39% proficient.

Reading

Based on the results of the past year of NWEA testing, 2017-2018, our first grade reading score has remained at 27% proficient.

Science

The first grade is assessed through teacher made common assessments

Kindergarten

Math

Based on the results of the past year of NWEA testing, 2017-2018, our kindergarten grade math score has remained at 29% proficient.

Reading

Based on the results of the past year of NWEA testing, 2017-2018, our kindergarten grade reading score has remained at 38% proficient.

Science

The kindergarten grade is assessed through teacher made common assessments

In conclusion, based on the NWEA our priority is teaching strategies for informational text. In reading we identified the areas of concern are vocabulary and comprehension. We identified the areas of priority in math as numbers and operation focused on place value, multiplication, and division.

In science:

Kindergarten: 47% were independent, 20% needed some assistance, and 33% cannot begin independently.

First grade: 45% were independent, 30% needed some assistance, and 25% cannot begin independently.

Second Grade: 64% were independent, 25% needed some assistance, and 11% cannot begin independently.

Third Grade: 63% were independent, 30% needed some assistance, and 7% cannot begin independently.

Fourth Grade: 65% were independent, 25% needed some assistance, and 10% cannot begin independently.

Fifth Grade: 45% were independent, 35% needed some assistance, and 20% cannot begin independently

Sixth Grade: 52% were independent, 23% needed some assistance, and 25% cannot begin independently

In social studies:

Kindergarten: 52% were independent, 19% needed some assistance, and 29% cannot begin independently.

First Grade: 58% were independent, 11% needed some assistance, and 31% cannot begin independently.

Second Grade: 62% were independent, 20% needed some assistance, and 18% cannot begin independently.

Third Grade: 60% are proficient, 20% close to proficient, 20% are far from proficient.

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Fourth Grade: 41% are proficient, 28% close to proficient, 31% are far from proficient.

Fifth Grade: 59% are proficient, 29% close to proficient, 12% are far from proficient.

Sixth Grade: 48% are proficient, 26% close to proficient, 26% are far from proficient.

In grades k-2, students were assessed through teacher made common assessments in the content areas of science and social studies and Atlas Rubicon, CCSS. The district wide rubric assesses students based on 'independence', 'requires some assistance', and 'cannot begin independently'.

In conclusion, we examined the data and identified that the following targeted student populations were below proficiency levels: African American Students, Students with Disabilities (SWD) and English Language Learners (ELL). The core content areas of Reading, Math, and Science showed a substantial deficit.

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.

All students will increase proficiency in reading, writing, mathematics, science and social studies by 20%. Rogers Elementary goals, objectives, strategies and activities were developed based on the data analysis from the CNA. Instructional priority was determined by the gap analysis of student groups that showed the greatest need.

Goal 1: All Students will Achieve 85% Proficiency in Reading by 2022.

Reading: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Reading instruction will be reinforced by the reading interventionist during the 120 min. reading block. Each classroom teacher will continue to implement differentiated instruction, guided reading, small and whole groups with fidelity. ELL teacher and tutors will provide small group, direct instruction to support classroom curriculum. ELL staff also provides parent support for home/school connections. These implementations will increase reading proficiency by 15% per year.

Writing: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Writing instruction will be reinforced by the reading interventionist during the 120 min. reading block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity.

Research based programs for writing is implemented, such as Writing Workshop to build stamina in writing fluency. These implementations will increase writing proficiency by 15% per year.

Goal 2: All Students will Achieve 85% Proficiency in Math by 2022.

Mathematics: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Mathematics instruction will be reinforced by the math interventionist during the 90 min. math block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Students will use computer-based programs in the computer lab, three times per week for 30 minutes, to build mathematics fluency.

Programs are available for school and home use such as ixl.com, frontrow.com and khanacademy.org. Parents expressed positive feedback in regard to our monthly Family nights focusing on reading and math strategies. Parents appreciated engaging in an activity that supports home-school-math-connection. Support is also provided during this time for ELL parents by the ELL staff. These implementations will increase math proficiency by 15% per year.

Goal 3: All Students will Achieve 85% Proficiency in Science by 2022.

Science: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Science instruction will be reinforced by the science interventionist during the Science instructional block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Science program includes lab kits for hands-on experiences, as well as discoveryeducation.com, and brainpop.com for visual and auditory learners. Grants are written to provide off-site trips. These implementations will increase science proficiency by 15% per year.

Goal 4: All Students will Achieve 85% Proficiency in Social Studies by 2022.

Social Studies: Teachers will follow the Response to Intervention (RTI), Multi Tiered System of Support (MTSS); to identify and meet the needs of all students according to their placement in MTSS. Social Studies instruction will be reinforced by the reading interventionist during the Social Studies instructional block. Each classroom teacher will continue to implement differentiated instruction, small and whole group lessons with fidelity. Web-based programs such as discoveryeducation.com, and brainpop.com provide additional academic support. Grants are written to provide off-site trips. These implementations will increase social studies proficiency by 15% per year.

Goal 5: The School will establish an academically and Socially Supportive Learning Environment.

Staff will collaborate to create caring relationships and demonstrate culturally relevant and proficient understandings and methods. All staff will participate in climate and culture professional development as well as surveys twice a year. The at-risk social worker and interventionists provide full time support to families and students to reinforce culture and climate goals.

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?

Rogers Elementary will implement an alternate approach to the RTI Instructional delivery model. Teachers will use the MTSS (multi tiered system of support) that will focus on all students. This approach allows students to have the expertise of their teacher five days per week in small groups and rotating instruction and for the strategic and benchmark groups two - three days per week. Research confirms that teachers have the skills and knowledge to provide high-quality reading lessons to struggling readers. (Boyd-Zaharias & Pate- Bain, 1998; Gerber, Finn, Achilles & Boyd- Zaharias, 2001). The reading interventionist, special education and paraprofessionals will also work with at- risk or failing students to provide additional reading support.

Supplementary instructional programs to support and recognize children who are disadvantaged include www.readingA-Z.com, which provides leveled books, data and resources to assist the teacher in providing intervention at the student's independent reading level. The strategy supported is differentiated reading instruction and curriculum monitoring; www.raz-kids.com (school and home use) which allows the teacher to assign a reading level, which provides leveled readers for the student. They can read, listen to, and record themselves reading. A skills quiz is included with each book, which allows students to monitor their own reading progress.

Data is available for the teacher to monitor progress and adjust intervention; www.brainpop.com (school and home use) provides animated, curricular content for all core subjects that engages students, supports educators, and bolsters achievement. Brainpop is interactive, engaging content, which supports individual, team, and whole-class learning; www.ixl.com (school and home) provides comprehensive coverage of the K-12 math curriculum aligned with CCSS. Interventions supported are number and operations, problem solving and enhance a standards based curriculum; full- time behavior interventionist provides effective behavior support; Steps of Success after-school tutoring provides out-of-the-classroom support for concepts/skills by community members, General Motors: World in Motion provides real world engineering examples; student appropriate activities and experiences; MSU Extension Health and Nutrition provides health and wellness curriculum that enriches the curriculum; weekly Boys and Girls Scouts meetings; "Girls on the Run" provides self esteem and confidence

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building activities in preparation for a 5K run; Kiwanis Terrific Kid provides self-esteem and academic encouragement to K-2 students; Battle of the Books provides team building through reading chapter books in preparation for the book battle between schools; Michigan DHS provides support to families and students, as well as support to monitor student attendance.

In addition, the teachers will receive professional development and implement Differentiated Instruction, Close and Critical Reading, Reader's and Writer's Workshop, and Guided Reading.

Component 2: Schoolwide Reform Strategies

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

According to MStep, Fountas and Pinnell, Everyday Mathematics, teacher-made common assessments, PLC's, and NWEA data. We have implemented school-wide instructional strategies that address all content areas.

The MTSS will provide a systematic problem solving approach to increase academics and behavior. The MTSS process involves three tiers for instruction. Tier I is the entire class, tier II includes students that need additional support at mastering grade level standards. Tier III students are usually two or more years behind academically. They require intensive intervention in order to increase their academic achievement. Teachers and behavior specialists implement differentiated instruction for all three tiers. Interventionists implement differentiated instruction for tier II and tier III students. Behavior follows the same process yet the focus is on changes in behavior. The AtRisk social work and social worker provide intervention for the behaviorally at-risk students. Our building program to address behavior is PBIS. When we use the PLC process, we collect student achievement and adult implementation data on our instructional strategies. Using pre and post assessment, we are able to discuss the effectiveness of our shared strategies to determine the most effective instructional approach. In addition, we provide students with targeted content instruction which improves their academic performance.

Staff will collaborate to create caring relationships and demonstrate culturally relevant and proficient understandings and methods. All staff will participate in climate and culture professional development as well as surveys twice a year. The at-risk social worker and interventionists provide full time support to families and students to reinforce culture and climate goals.

In conclusion, our process for monitoring our school-wide strategies is as follows: for MTSS we monitor based on the tiers. Tier I students are monitored once a month, and tier II students are monitored twice a month, and tier III students are monitored at least once a week, based on need.

MATHEMATICS

The Eight Standards of Mathematical Practice are implemented throughout the school days. All teachers instruct using the Eight Standards of Mathematical Practice.

The strategies in the school-wide plan that focus on helping all students' reach the state standards are:

Math Strategy 1

Highly Effective Mathematics Instruction

Daily re-looping of previously learned material: A process of always bringing in previously learned material to build on each day so that students have a base knowledge to start with and so that learned structures are constantly reinforced.

Explicit vocabulary building through random recurrent assessments: Using brief assessments to help students build basic subject-specific vocabulary and also gauge student retention of subject-specific vocabulary.

Instruction is determined by student pre and post test data.

Math Strategy 2

Professional Development

Teachers will attend PD provided by the district and Oakland Schools on EDM and Connected Math. Through professional development, teachers will learn to use instructional materials (K-6 along with select supplemental resources).

Math Strategy 3

Flexible Grouping

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All teachers will flexibly group their students based on their NWEA RIT scores. All teachers will ask students to explain and justify their problem solving methods. All teachers will ask students to compare and contrast their problem solving strategies with their peers.

READING

Reading Strategy 1

Close and Critical Reading

Teachers will provide comprehension strategies with both narrative and informational text using CCRs (close and critical reading). All teachers will build stamina and fluency by providing leveled books for independent reading across the content areas. All teachers will determine through progress monitoring students who are not making adequate progress and provide differentiated instruction during the school day from classroom teacher, reading interventionists, tutors, ESL Teachers and after school tutoring. ELL teacher and tutors will provide instructional support and intervention services to ELL students in the general education setting, and before/after school or as a pull out model. Teachers will use the Promethean Board in classrooms to promote reading comprehension. All teachers will be involved in PLC and ILC meetings focused on differentiated reading instruction for reading comprehension. A full time social worker to address targeted groups of students with behavioral goals, plans, and interventions to deal with one on one peer mediation, group counseling and improved school wide behavior to impact reading across the content areas.

Reading Strategy 2

PLCs and ILCs

Teachers will meet in PLCs and ILCs to discuss student data and plan academic instruction based on data analysis with a focus on literary proficiency K-6.

WRITING

Writing Strategy 1

Writer's Workshop

All teachers will instruct students using Writer's Workshop. The students will draft, revise and edit writing products for their writing folders. All teachers will have students provide a written response to a prompt and assess their writing according to the State rubrics. Teachers will provide data for students needing additional support in writing for extended day enrichment. Teachers will attend PLC/ILC meetings to discuss and plan differentiated instructional adjustments in the identified priority areas of writing.

Students will receive instruction on the 6+1 Traits of Writing to support Writer's Workshop.

SCIENCE

Science Strategy 1

Hands-on Science

Teachers will assist students to develop understanding and excitement of grade level science concepts and vocabulary using close and critical reading as well as vocabulary strategies.

All teachers will identify grade level CCSS and develop common pre and post assessments. Teachers will incorporate Reading a-z, Raz-kids, Discovery-Education streaming, Science a-z, BrainPop jr, BrainPop and Scholastic Readers into their lessons.

Field Trips- Students will attend field trips to Cranbrook, Zoo, Michigan Hands on Science Museum, and nature centers.

Science Fair Investigation-Students will participate in a science fair to learn the Scientific Method.

SOCIAL STUDIES

Social Studies Strategy 1

ILC and PLC Meetings

Teachers will participate in ILC and PLC meetings to collaborate on effective instructional strategies to teach and develop specific instructional learning goals to target closing the achievement gap in Social Studies. Teachers will assist students in learning age appropriate vocabulary and content.

Social Studies Strategy 2

Close and Critical Reading

Teachers will assist students to develop understanding and excitement of grade level social studies concepts and vocabulary using close and critical reading as well as vocabulary strategies. All teachers will identify grade level CCSS and develop common pre and post assessments. Teachers will incorporate Reading a-z, Raz-kids, Discovery Education streaming, Science a-z, Brainpop jr, Brainpop and Scholastic Readers into their lessons.

Field Trips -Students will attend field trips to the Charles H. Wright Museum, Greenfield Village, and the Henry Ford Museum, Theater

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).

Highly-Qualified classroom teachers will provide all students with research-based core instruction based on the district's core curriculum which is aligned to the state standards. Rogers Elementary will implement an alternate approach to the RTI Instructional delivery model. Teachers will use the Multi-Tiered System (MTSS) of support that will focus on the Tier III students that are intensive, while assigning the strategic and benchmark students to the reading support staff, volunteers, and other reading partners. The Tier III students received additional two-week intervention blocks of intensive instructional interventions. All students were invited to attend the two-week intervention. Research indicates that struggling students should receive an additional 30 minutes of direct instruction per day for each year that they are behind in each content area. This approach allows students with the greatest need to have the expertise of their teacher five days per week in small groups and rotating instruction and for the strategic and benchmark groups two-three days per week. Research confirms that teachers have the skills and knowledge to provide high-quality reading lessons to struggling readers. (Robert J. Marzano, Debra J. Pickering, Jane E. Pollock, 2001). The reading interventionist, special education, ESL and paraprofessionals will also work with at-risk or failing students to provide additional reading support. This plan will increase the quality of instruction to multi-tiered students due to the targeted focus on a specific skill with a decreased pupil to teacher ratio. This focus will assist in closing the achievement gap by providing daily targeted, focused instruction to Tier III students.

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

Research-based reform strategies were selected based on the findings of the comprehensive needs assessment.

PLC's will be used for data, curriculum monitoring, and instruction monitoring. The use of PLC's will help increase student achievement by 15% per year. Teachers will be able to analyze assessment data and plan instruction based on assessment results. The target of PLC's will allow for opportunity and collaboration of the effectiveness of the guided reading across the content areas. The integration of the guided reading strategies will increase reading, science, and social studies assessment scores. Students will understand the purpose of reading,

see ideas in a text as being interconnected, look for and understanding systems of meaning, engage in a text while reading, go beyond "surface" reading or skimming, and formulate questions and seek answers to the questions while reading. Guided reading will increase assessment scores in reading, science, and social studies by 15% per year.

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.

Reading:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Students will work on decoding, phonics skills, vocabulary instruction, rereading for understanding. The reading interventionist, special education, ESL and paraprofessionals will also work with at-risk or failing students to provide additional reading support. Students will have additional practice with decoding, phonics skills, fluency, and vocabulary instruction by implementing Reader's Workshop.

Writing:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Students will work on goal setting, process writing , and 6+1 writing traits.

The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional writing support. Students will have additional practice using writing prompts, quick writes, and writing organizers during Writer's Workshop.

Math:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Students will utilize math strategies such as math talk, think pair-share, and modeling to increase proficiency in rules and operations, algebraic thinking, decimal fraction operations, whole number division, area/perimeter, and mathematical connections.

The special education. ESL and paraprofessionals will also work with at-risk or failing students to provide additional math support.

Science:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Students will work on hands-on science experiments, scientific process, observations, and field trips.

The reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional science support.

Social Studies:

Teachers will use the multi tiered system of support that will focus on the Tier III students that are intensive. This approach allows students with the greatest need to have the expertise of their teacher five days per week. Students will work on informational text reading strategies, Close and Critical Reading discovery education, and PBS.org. Reading interventionist, special education and paraprofessionals will also work with at-risk or failing students to provide additional social studies support.

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

The methods used to monitor the progress of all students and those who receive interventions include: NWEA, MStep, summative and formative assessments based on core content curriculum. Student progress will be monitored through NWEA assessment scores three times a year. MStep is administered to the students once a year. Other forms of monitoring include weekly teacher informal assessments such as running records and comprehension questions. Student progress is analyzed, followed, and reviewed during, PLC, grade level, and IST meetings.

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.	Yes		

Component 4: Strategies to Attract Highly Qualified Teachers

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

Rogers Elementary had two teachers leave the district for the 2018-19 school year.

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

Rogers Staff Teaching Experience

20 Years or More: 4 out of 12

10-20 Years: 3 out of 12

5-10 Years: 0 out of 12

Less Than 5: 5 out of 12

Currently, we have 6 out 12 teachers have master's degrees and 6 have bachelor's degrees.

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

The School District of the City of Pontiac is responsible for attracting and retention of high quality teachers. Initiatives at the school to attract and retain high quality teachers are shared decision making and personal and academic growth through professional development opportunities.

At Rogers, we share the leadership roles and staff is able to participate in committees and lead job embedded professional development. Rogers is known to attract and keep their staff because of the positive learning environment.

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
SY 2019-2020

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?

N/A

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.

Based on the CNA result, the professional learning that the staff will receive is as follows:

Data analysis and how to use information: NWEA, EDM, Connected Math, MACUL/NCTM Conferences, K-6 Reader's and Writer's Workshop (Common Core Writing), Guided Reading, Fountas and Pinnell, and PLC meetings, and Common Core Expectations and Integrations.

These professional development sessions were determined by analysis of CNA assessment and our School Improvement goals. For the 2018-2019 school year, the district consolidation plan will allow for more Oakland Schools support through professional development.

Teachers will use the MTSS to monitor our subgroups of African American, ESL, and SWD. Tier I students will be progress monitored once a month, tier II will be progress monitored bi-weekly, and tier III once a week. Instructional content coaches will support students that demonstrate an additional need for direct instruction

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

The professional learning that is continued from one year to the next will be determined by disaggregating academic data from school-wide assessments. This data will drive the focus of PLC's. PD that will be carried on through the course of the year is Reader's Workshop with Explicit Instruction. With the development of Common Core state standards ongoing professional development is necessary. PLC meetings are ongoing throughout the school year and are based on the staff meeting the specific needs of the students. Reading professional development will occur two times per year (August and January). EDM professional development will occur twice per year (August and January) with Oakland Schools support and the math coach. Follow up professional development will occur as needed for Reader's and Writer's Workshop, Guided Reading, Fountas and Pinnell.

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

Component 6: Strategies to Increase Parental Involvement

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

Based on assessment results the needs of the children were determined, staff often communicates with parents through conferences, phone calls, and informal meetings to review our programs as well as student academic performance.

At the beginning of each school year, we have a parent open house. During the open house, the parents receive an overview of our Title I programs and are asked to sign a parent compact. Parents are invited to become involved with the School Improvement Team as well as Title I school-wide program planning. Parents will be asked to help create a yearlong calendar that will consist of parent training, family night's, classroom volunteer's and other programs within the school. Parents will have a voice in school-wide planning by attending conferences and school board meetings and district parent involvement meetings. Parents are asked to complete a survey to evaluate their child's academic improvement based on our school-wide programs. Perception surveys are given at the beginning, middle, and end of the school year. The analysis of the survey data is used to assist with planning for the next school year.

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

Parents will be involved in the implementation of the school-wide plan through participation in any and all of the 10 School-wide Components. They will also have an opportunity to assess programs and activities twice a year through parent surveys.

The district provides a Parent University through Oakland University to address the Title I program and other educational informational sessions for the benefit of parents. One opportunity for parents to learn about the Common Core State Standards is provided at the Parent University. Some examples of other sessions are: How Parents Can Help with Homework How Technology is used to Support Reading. We maintain an area that has parent literature available and encourages parent involvement.

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

Parents will be involved in the evaluation of the school-wide plan through participation in school-wide events. Parents will complete meeting and activity evaluations at the close of the event. These evaluations will be shared and discussed during PLC's.

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	N/A	

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

1. Involvement in the Title I Program [1118(c)]

Rogers Elementary provides parents of students enrolled at the school with opportunities to assist in developing the building school-wide

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plan, reviewing implementation of the program and making suggestions for continued improvement. [1118(c)(3)]

To accomplish this, school staff will:

A. Convene an annual meeting to which all parents of participating children will be invited and encouraged to attend. The purpose of this meeting is to:

° Inform parents of the school's participation in Title I and to explain the requirements of Title I and the right of the parents to be involved; [1118(c)(1)]

° Inform parents of the opportunity to serve on the school- and/or district-level parent advisory councils, the purpose of the councils, and the process for selecting members;

° Provide parents with timely information about the Title I programs available to students and families; [1118(c)(4)(A)]

° Provide parents with a description and explanation of the curriculum in use at the school, the assessments used to monitor and evaluate students' academic progress, and the proficiency levels students are expected to meet. [1118(c)(4)(B)] Teachers share this information with parents on Curriculum Night and during parent conferences. A summary of the concepts/skills taught and assessments administered in a specific grade or course is provided to parents in the opening of school packet. This information is also available in the main office and posted on the district/school's website.

° If requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. [1118(c)(4)(C)]

° Inform parents of the school's progress in meeting state and federal expectations for student achievement (section 1116);

° Inform parents that they have the right to request information on the qualifications of teachers and paraprofessionals in their school (section 1119).

B. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program by: [1118(c)(3)]

° [Including parent representatives as members of the [School Improvement Team or Instructional Leadership Team] to ensure that parent perspective is obtained regarding key components of the school-wide program plan as part of the overall School Improvement Plan (SIP);

° [Making the school-wide program plan (and the SIP) available for review in the school's main office, on the school's website, or upon parent request.]

° [Providing means by which parents can make comments or suggestions and ask questions about the parent involvement policy, the schoolwide

program plan, and the SIP, such as a comment section on the website, a suggestion/question box in the office, or through other written or verbal communications.]

° [Establishing a school-level Parent Advisory Council to identify and address parents' needs and concerns and to gather input on the quality of the school's instructional programs and seek suggestions for improvement. The Parent Liaison, in collaboration with the principal, will schedule and notify parents of the council meetings. All parents will be invited and encouraged to participate.]

C. If the school-wide program plan is not satisfactory to parents, Rogers Elementary will submit any parent comments on the plan when the school submits the plan to the district. [1118(c)(5)]

D. Provide [childcare, refreshments, and transportation services, as needed,] to encourage and support parent and family attendance at [meetings, parent workshops, and other school activities]. [1118(c)(2)]

E. Schedule meetings [at different times of the day] and [in a variety of locations within the community] in order to accommodate families' schedules and transportation needs. [1118(c)(2)]

F. Collaborate with the District to hold [a minimum of four] district-wide parent meetings/forums annually for the purposes of consultation, advising and evaluation. The participants will include parents, Parent Liaison, school wide support staff, teachers, community representatives and principal. These meetings/forums will be advertised and open to all parents. The Parent Liaison will set the agenda and conduct the meetings. [1118(c)(2)] [NOT required]

2. Shared Responsibilities for High Student Academic Achievement [1118(d)]

In order to promote shared responsibility for high student academic achievement, Rogers Elementary has developed a school-parent

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compact that outlines how the entire school staff, parents, and students will share responsibility for improved student academic achievement. The compact describes the means by which the school and parents will build a partnership to help children achieve the State's high academic standards. The compact was developed in collaboration with parents and teachers and is presented in a format and language that is age-appropriate for students. The compact:

A. Describes the school's responsibility for providing high quality curriculum and instruction in a supportive and effective learning environment that enables all children to meet the State's student academic standards. School staff will meet this expectation by: [1118(d)(1)]

- ° [Following and implementing the district's instructional program];
- ° [Communicating clear learning targets and providing descriptive feedback to students on their progress toward achieving the targets];
- ° [Providing high quality instruction using research-based strategies and methods];
- ° [Engaging students in rigorous and relevant learning activities]; and
- ° [Establishing classroom routines & rituals that create a safe environment for learning and encourage risk-taking.]

B. Describes the parents' responsibility for supporting their children's learning by: [1118(d)(1)]

- ° [Monitoring attendance, homework completion, and screen time];
- ° [Participating, as appropriate, in decisions related to the education of their children and positive use of extracurricular time.]
- ° [Volunteering in their children's class or assisting with class activities, as appropriate or to the extent that is feasible.]

C. Addresses the importance of regular, two-way, meaningful communication between teachers and parents on an ongoing basis through:

- ° Parent-teacher conferences held [at least annually (required for elementary), quarterly, each semester], during which the compact is discussed as it related to the individual child's achievement. [1118(d)(2)(A)]
- ° Frequent reports to parents on their child's progress. Reports are sent to parents [electronically, in hard copy] [through email, through US

Title I Schoolwide Diagnostic

Rogers School mail, given to the student]. [Parents are asked to sign and return the progress reports and are invited to include their comments or questions.]

[1118(d)(2)(B)]

- ° Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
- 1. [Contact information for all staff is provided in the opening of school packet and the new student packet, as well as on the school's website. 1118(d)(2)(C)]

2. Teachers inform parents of opportunities to visit and/or volunteer in their child's class through communications from the teacher or through the school's newsletter or website.] [1118(d)(2)(C)]

- ° [Other activities such as phone calls, home visits, classroom newsletters, and the school web site.]

D. [Includes an explanation of how the compact will be distributed to parents, how use of the compact will be monitored, and how it will be reviewed and revised as part of the school's annual review of the parent involvement policy.]

3. Building Capacity for Involvement (e)

[NOTE: ITEMS A-G MUST BE INCLUDED IN THE SCHOOL-WIDE DIAGNOSTIC, IN COMPONENT 6, QUESTION 5. You can copy and paste from the Policy to the ASSIST SW Diagnostic. Be sure to label each item using key words and/or the legislative citation that follows each description.]

Rogers Elementary takes the following actions to encourage the effective involvement of parents in their children's education and to establish strong school, parent, and community partnerships to improve student academic achievement:

A. Provides assistance to parents in understanding State content & achievement standards, State and local assessments, Title I requirements, how to monitor their child's progress, and how to work with educators to support their child's education by: [1118(e)(1)]

- ° Providing parents with a syllabus or summary of the essential concepts and skills taught at each grade level/course. These are distributed at curriculum night, during parent-teacher conferences, and are posted on the school's website.
- ° Reviewing the purpose of assessments and how the data are used with parents during curriculum night, parent conferences, and other parent meetings.
- ° Conducting workshops; hosting guest speakers; sharing tips for parents in school newsletters.

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- Reviewing Title I requirements during the annual Title I meeting; providing program information in parent newsletters.
- B. Provides parents with materials and training to help them work with their children to improve their children's achievement. The school conducts parent and parent/child workshops and activities based on the school's assessed areas of need and parent/family interests. Such training could include literacy training and using technology, as appropriate, to foster parental involvement. [1118(e)(2)]
 - The Parent Advisory Council, with the Parent Liaison's leadership, plans and conducts [4] parent workshops per year. The Council assists with communications to inform parents of all students of upcoming workshops and activities.
 - A Parent Resource Room has been established as a working site for parents to hold meeting/workshops, work on projects. Parents are provided access to current, reputable literature and materials on a variety of topics relevant to parents. Materials are provided in a format that is understandable to parents.
- C. Educates teachers, pupil services personnel, principals and other staff with the assistance of parents, in the value and utility of contributions parents can make as classroom volunteers, sharing skills and interests, assisting and coordinating workshops, helping in the parent center and encouraging other parents. [1118(e)(3)]
 - [The Parent Liaison and parent group provides professional development workshops to inform teachers of the value of parental involvement in the school.]
 - [The principal provides opportunities for staff to share effective practices with colleagues during selected staff meetings throughout the year.]
- D. Encourages the coordination of the Title I parent involvement program and activities with the [Bilingual/ESL program, 21st Century, the school's Parent Teacher Organization] and other programs for parents by [sharing information, co-sponsoring workshops, and encouraging attendance and/or participating in activities that serve the needs of one or more groups. [1118(e)(4)]

In addition, the following structures are in place to support and promote the coordination of parent programs:

 - [The Parent Liaison serves as a communication link between the different programs. Program leaders co-plan meetings/workshops with the Parent Liaison.]
 - [The School Improvement Team monitors implementation of parent involvement activities through the continuous improvement process. Feedback from parents are studied and used to plan subsequent workshops or meetings.]
 - [The Title I Program Administrator reviews all parent meeting and workshop agendas and parent feedback to ensure and support effective coordination and integration of program activities.]
- E. Making information related to school and parent programs, meetings, and other activities available in a format and, to the extent possible, in a language parents can understand. [1118(e)(5)]
 - [Translating is facilitated through the district's bilingual department, principal and bilingual instructors.]
 - [The principal, teachers, and Parent Liaison are available to respond to parents' questions or provide information on specific programs or activities to parents, as needed.]
- F. Provides other reasonable support, as requested by parents: [1118(e)(14)]
- G. Provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children in parent involvement activities by: [1118(f)]
 - Providing ramps, elevators, and automatic door openers outside and within the building to ensure access to all areas of the school campus.
 - Ensuring that school communications are free from educational jargon and presented in a format and, to the extent feasible, a language that parents can understand.
 - Translating school documents and communications into languages that are most prevalent in our community (Spanish,)
 - Providing services of a translator during parent meetings, workshops, conferences, as needed.

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

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The parent involvement component will be evaluated through evaluations and parent surveys.

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

The results of the parent involvement evaluations will be used for planning and updating the school-wide program so that it addresses parent concerns and meets the educational needs of the students.

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

The School-Parent Compact was a district initiative developed collaboratively to insure consistency across the district. We introduced the compact at open house and parents are requested to commit and sign the parent-student compact. We have attempted to involve parents in the development of Roger's Compact; however we have not had much success. We will continue to seek more parent participation.

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

The School-Parent Compact is discussed and disseminated during Open House in September. It is reviewed and discussed during parent/teacher conferences as a reminder of parent/student/teacher responsibilities.

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

Not applicable

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

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

The district ensures the employment of full-time ELL teachers and tutors for the translation of student academic assessment results. Tutors are also employed during parent/teacher conferences for translation services. We plan to host a parent informational session on how to understand and read assessment results.

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?

Rogers provides information regarding our kindergarten program to OLHSA, which is currently in our building. Rogers participated in a District Wide Kindergarten Round Up held at the high school. Information is also provided on the District's website.

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?

Preschool teachers attend all district-wide professional development. Rogers holds a transitional meeting in April for curriculum alignment for preschoolers and their parents with kindergarten teachers. The training materials that we will provide for parents are: pamphlets at open house, workshops, Parent University provided by the district, kindergarten open house (helping students get ready for school, labeling items in the home to build vocabulary, reading to children, and proper nutrition, and school attendance).

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?

During PLC's teachers collaborate regarding the use of school based academic assessments. Data is reviewed and discussed and decisions are made regarding areas of need for intervention, changes in instruction and possible parent contact. Information is shared between staff members weekly by grade level and monthly staff meetings. PLC's are done monthly.

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

Teachers have the autonomy to create, administer, and analyze the results to inform the instructional decisions. Individual teachers determine the instructional decisions for their classroom as well as grade level teams identify common assessments to be used school-wide. Teachers are regularly involved in student achievement data analysis during grade level meetings and PLC's. Forms of data include NWEA, MStep, summative, formative assessments, and common assessments.

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

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

The process to identify students who experience difficulty mastering academic achievement assessment standards at an advanced or proficient level is completed by the school's data team. The data team follows the process of identifying and assisting students experiencing difficulty mastering the state standards in all content areas. In monitoring student academic progress we will use MStep results, progress monitoring, NWEA, RTI monitoring and the MTSS system of support model. Baseline data is collected and teachers then put into place the appropriate interventions for reading, writing, math, science and social studies. Based on the MTSS students are placed into tiers. Based on students benchmark scores, MStep proficiency levels and NWEA RIT bands interventions are developed for the targeted student populations.

For the core content areas we are looking for 15% growth in proficiency levels per year. The criteria that will be used to identify the students are assessment results. Teachers will implement the MTSS and tier I students for reading, writing, math, science, and social studies will have 80% proficiency of interim assessments.

Students are administered a pre and post assessment and are identified as 'far below proficient', 'close to proficient', and 'at or above proficient'. Students are flexibly grouped based on 'far below proficient', 'close to proficient' and 'at or above proficient'. Teachers will use the ILC process in the areas of reading, writing, and math. The criteria used to determine growth is 80% proficiency.

Based on MStep, the proficiency is determined on a scale of 1300-1600 for grades 3-5.

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?

Timely, effective and additional assistance is provided to students identified at risk academically.

Tier II students are those that have some skill mastery but need additional support to master the content standards. For those students we provide daily individual or small-group intervention in addition to the time allotted for core instruction; before and after-school tutoring; summer school; ELL tutors; in school volunteer tutorial support. Students that are far below proficient receive daily individual or small-group intervention in addition to the time allotted for core instruction; before and after-school tutoring; summer school; ELL tutors; in school volunteer tutorial support; intervention teachers and tutors in reading and mathematics; additional direct instruction by the classroom teacher is provided one-to-one. Reading foundation skills, concepts of print, phonological awareness, and phonics. Application of skills in: reading tasks (whole group, small group, individually), reread texts at independent levels, develop verbal skills, grammatical skills (nouns/verbs), apply comprehension skills, and sight words.

In addition, we provide verbal expression, vocabulary, correct sight word application, grammatical skills, writing process and application, interpretive writing, shared writing, guided writing groups and independent writing.

In addition, we provide addition and subtraction concepts, abstract reasoning, quantitative relationships, place value, patterns and structures (rules, operations), and algebraic thinking.

We also provide science instruction at least twice a week at all grade levels. Within the two allocated instructional days, it includes hands-on activities, vocabulary instruction, along with summary and reflections of the content taught.

We also provide social studies instruction at least twice a week at all grade levels. Within the two allocated instructional days, it includes

hands-on activities, vocabulary instruction, along with summary and reflections of the content taught. We will focus on geography including topography and map and globe activities.

Our core content instruction, we provide after school tutoring, one-on-one instructional support from volunteers. We provide additional support from our community partners i.e. Kensington, Auburn Hills Optimist club, and Norte Dame Prep.

The academic interventionist and behavior specialist focus on tier II and tier III students. Their role is to support the intervention plans and the school-wide PBIS.

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

Teachers regularly progress monitor individual student growth to insure progress toward benchmark goals. Adjustments to instruction are based on the findings of the progress monitoring. This process along with documentation and the RTI model will lead to mastery of core content standards. In addition, teachers provide varied learning options which help students obtain information and make sense of concepts and skills. Teachers provide challenges for all students including those in Tier II and Tier III.

The district's calendar for 2017-2018 includes 2 (1 week each) intercessions (total of 10 days) that will be used to provide supplemental, targeted instruction for students identified for Tier II and III support. Students will be identified using the results of state assessments, where applicable, NWEA and other assessments used for universal screening, and assessment administered as part of the school-wide ILC process. Intervention plans that articulate the areas of need for each student and/or group of students will be developed to guide instruction during the intercession period.

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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Rogers School

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

- a. Parent Events/Initiatives Literature, Refreshments and Interpreters (Title I, GSRP)

School Improvement Plan

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- 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.

ILC's and PLC's meet at least once a month to discuss the academic and behavioral progress of the students. Along with MStep and NWEA data the teachers use, Fountas and Pinnell, WIDA, unit assessments, summative and formative assessments to monitor the progress of students and make adjustments to the SIP. When MStep data becomes available, teachers meet across grade levels to conduct a gap analysis in all core content areas. Quarterly ILC's and PLC's review the effectiveness of objectives, strategies and activities to make appropriate changes. Parent, student and community surveys are used to gather perception data regarding the effectiveness of the SIP, including concerns. The plan is reviewed and updated three times a year.

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.

During ILC, PLC, parent surveys, and monthly staff meetings, discussion in regards to the academic and behavioral progress of the students is reviewed. Many forms of data are gathered and reviewed such as MStep, NWEA, summative and formative assessments, and Fountas and Pinnell in order to identify achievement gaps across grade levels in all content areas.

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.

With the analysis of the above stated data, including subgroups such as gender, ethnicity, ELL, and SWD the ILC's and PLC's, and parent surveys determine the effectiveness of the school-wide program in increasing Tier II and Tier III student academic achievement. Student progress is also monitored for changes in proficiency levels. RTI MTSS provides support for students who are not meeting the academic expectations and instructional changes are implemented.

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?

All stakeholders review and discuss gap analysis from the data as well as the comprehensive needs assessment in order to make any revisions necessary to the school improvement plan. Teachers review the plan prior to the beginning of the new school year in preparation to implement the SIP goals, strategies and activities. The school improvement team meets three times a year to evaluate the effectiveness of the school-wide programs.

Roger's School Improvement Plan 2019/2020

Overview

Plan Name

Roger's School Improvement Plan 2019/2020

Plan Description

June 6, 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	The school will install the instructional infrastructure system of the Blueprint to ensure that high-quality curriculum, assessment and instructional practices are occurring within every building	Objectives: 2 Strategies: 3 Activities: 5	Academic	\$0
2	The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow access to learning	Objectives: 2 Strategies: 2 Activities: 2	Organizational	\$0

Goal 1: The school will install the instructional infrastructure system of the Blueprint to ensure 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 of growth in Reading by 06/30/2020 as measured by NWEA for full year students.

Strategy 1:

Explicit Instruction - All teachers will engage in Professional Development of in the area of Explicit Instruction. Teacher will implement instruction using a learning objective, skill development, guided practice and independent practice. Monitoring and Evaluation will be done through walk throughs and lesson plans. All staff members are expected to use explicit instruction in their classrooms

Category: English/Language Arts

Research Cited: Explicit Instruction based on the research based strategies for increasing student achievement from the work of Marzano, Pickering and Pollock.

Tier: Tier 1

Activity - Explicit Instructional/Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will be trained in Phonics First	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	No Funding Required	All instructional staff

Activity - Guided Reading Groups	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will implement guided reading strategies based on students needs.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	No Funding Required	All instructional staff will be responsible in implementing guided reading groups.

Activity - Walkthrough	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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Administration will use the HQI strategies for monitoring implementation.	Walkthrough	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	No Funding Required	Pontiac School District Administrators
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Measurable Objective 2:

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

Strategy 1:

Problem Solving - All teachers will assist students to make logical connections between concrete and abstract representations deepening their understanding of concepts by implementing the "8 standards of mathematical practice". All teachers will assist students to develop numeracy by daily guided practice. All teachers will teach and assess (formal and informal) students on the use of algorithms and applications related to numbers and operations. All teachers will identify, from data, students not making adequate progress in math for extended day enrichment. All teachers will incorporate internet sites such as www.ixl.com into the math curriculum.

Category: Mathematics

Research Cited: "Everyday Mathematics." Everyday Mathematics. 14 May 2013 <<http://everydaymath.uchicago.edu/>>.

Tier: Tier 1

Activity - Manipulatives and Instructional Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend PD, as well as collaborate in PLC's to understand and make connections among: tables, graphs, equations, verbal descriptions, drawings, etc to better implement multiple representations and instructional supports using DI. PD will be provided by Oakland Schools ISD.	Academic Support Program	Tier 1	Implement	09/12/2019	06/30/2020	\$0	No Funding Required	All instructional staff.

Strategy 2:

Numbers and Operations - All teachers will assist students to make logical connections between concrete and abstract representations deepening their understanding of concepts. All teachers will assist students to develop numeracy by daily guided practice. All teachers will assess students on the use of algorithms and applications related to numbers and operations. All teachers will identify from data, students not making adequate progress in math for extended day enrichment. All teachers will incorporate internet programs such as www.frontrowed.com and www.IXL.com into the math curriculum.

Category: Mathematics

Research Cited: Ramos-Christian, Vanessa, Robert Schleser, and Mary E. Varn. "Math Fluency: Accuracy Versus Speed in Preoperational and Concrete Operational First and Second Grade Children." *Early Childhood Education Journal* 35 (2008): 543-49.

Tier: Tier 1

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Activity - Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will attend PLC meetings to analyze data from common student assessments, design flexible interventions, and discuss research based instruction such as the "8 standards of mathematical practice". Teachers will collect data and artifacts to determine supplemental and specialized instruction.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All instructional staff.

Goal 2: The school will install the talent management system of the blueprint to ensure that effective staff with turnaround competencies are placed within each of the buildings

Measurable Objective 1:

collaborate to increase teacher retention to 90% by 06/30/2020 as measured by human resources reports.

Strategy 1:

New Mentoring Program - A highly qualified teacher will be assigned to support new teachers throughout the year.

Category: School Culture

Research Cited: Best practices offered by the Michigan Office of Professional Preparation.

Tier: Tier 1

Activity - New Mentoring Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet weekly.	Recruitment and Retention	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	No Funding Required	Highly qualified and new teachers.

Goal 3: The school will install the student support network system of the blueprint to ensure that all students have access to necessary social emotional, nutritional and health support that allow access to learning

Measurable Objective 1:

collaborate to increase student attendance to 95% by 06/30/2020 as measured by student information system behavior support.

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Strategy 1:

Attendance Incentives - Ensure families know about the incentive program and the importance of attendance for academic success. Staff will create an incentive program to increase and encourage school attendance.

Category: School Culture

Research Cited: "Best Practices in Improving Student Attendance," Hanover Research, Stanford University 2016

Tier: Tier 1

Activity - H.E.R.O's Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will have a weekly incentive for coming to school everyday.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	No Funding Required	All building staff.

Measurable Objective 2:

collaborate to increase student positive behavior to 95% by 06/30/2020 as measured by student information system behavior reports.

Strategy 1:

PBIS - We will use the PBIS model to support positive behaviors school wide.

Category: School Culture

Research Cited: PBIS Evidence-Based Classroom Strategies of Teachers 2015

Tier: Tier 1

Activity - Cheetah Pride Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students are given "Cheetah Pride" tickets when they are observed making positive choice by being safe, respectful and responsible. A weekly drawing is done for students to receive prizes.	Behavioral Support Program	Tier 1	Implement	09/03/2019	09/12/2020	\$0	No Funding Required	All building staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Cheetah Pride Incentives	Students are given "Cheetah Pride" tickets when they are observed making positive choice by being safe, respectful and responsible. A weekly drawing is done for students to receive prizes.	Behavioral Support Program	Tier 1	Implement	09/03/2019	09/12/2020	\$0	All building staff.
Walkthrough	Administration will use the HQI strategies for monitoring implementation.	Walkthrough	Tier 1	Monitor	09/03/2019	06/12/2020	\$0	Pontiac School District Administrators
Manipulatives and Instructional Resources	Teachers will attend PD, as well as collaborate in PLC's to understand and make connections among: tables, graphs, equations, verbal descriptions, drawings, etc to better implement multiple representations and instructional supports using DI. PD will be provided by Oakland Schools ISD.	Academic Support Program	Tier 1	Implement	09/12/2019	06/30/2020	\$0	All instructional staff.
New Mentoring Program	Teachers will meet weekly.	Recruitment and Retention	Tier 1	Getting Ready	09/03/2019	06/30/2020	\$0	Highly qualified and new teachers.
Professional Learning Communities	Teachers will attend PLC meetings to analyze data from common student assessments, design flexible interventions, and discuss research based instruction such as the "8 standards of mathematical practice". Teachers will collect data and artifacts to determine supplemental and specialized instruction.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	All instructional staff.
Guided Reading Groups	Teacher will implement guided reading strategies based on students needs.	Direct Instruction	Tier 1	Implement	09/03/2019	06/12/2020	\$0	All instructional staff will be responsible in implementing guided reading groups.

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H.E.R.O's Program	Students will have a weekly incentive for coming to school everyday.	Academic Support Program	Tier 1	Implement	09/03/2019	06/30/2020	\$0	All building staff.
Explicit Instructional/Professional Development	All staff will be trained in Phonics First	Professional Learning	Tier 1	Getting Ready	09/03/2019	06/12/2020	\$0	All instructional staff