



Turnaround Redesign Diagnostic

Pontiac High School

Pontiac City School District

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Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

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PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

The following individuals participated in the development of this reform plan.

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PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

Big Idea 1

Project Based Blended Learning will be the platform to provide an educational shift in instruction. It is a formal education program in which a student learns at least in part through the online delivery of content and instruction, with some element of student control over time, place path, and/or pace, and, at least in part at a supervised brick-and-mortar location away from home.

*The staff will use data-driven decision making to align curriculum, create CCSS aligned lesson plans, formative and summative assessments, and to meet individual instructional needs.

*The Instructional Learning Cycles will be the source of ongoing data for data team conversations and the basis for instructional decisions.

*The staff will use Professional Learning Communities as a vehicle to promote data conversations, drive decisions, structure common planning, and facilitate monitoring implementation of instructional effectiveness.

Big Idea 2

Development of a community based climate and culture through implementing through tiered development of PBIS, Advisory Course and various community involvement activities and incentives.

*Climate and culture will be the other platform used to affect student achievement.

*Climate and culture will address the needs of the students academically, socially and emotionally for success in decision making, planning and engagement.

*The positive climate and culture will drive students to meet high expectations of performance at Pontiac High School.

State what data were used to identify these ideas

State assessment and student enrollment data lead to the selection of the key ideas for the schools in the district to follow.

ILCs and PLCs are part of the SSoS and requirements of the Consent Agreement. Process data and feedback from the SRO monitoring has helped the school to monitor and adjust program implementation.

The research that supports the selected strategies and activities is as follows.

Research states that job-embedded professional development grounds the work of successful schools. Richard DuFour: What it takes : How a Professional Learning Community Responds When Kids Don't Learn

Blended Learning courses raise student achievement by increasing engagement around clearly aligned curriculum and standards. Online learning paired with project-based learning become the core instructional method to improve academic progress. This process creates a learning lab that transforms from the traditional classroom. Students will independently pace their progress and will utilize the teacher and online resources maintain academic success.

Thomas, J. (2000). A review of research on project based learning. San Rafael: The Autodesk Foundation

Schwalm, J., & Smuck Tylek, K. (2009). System wide implementation of project based learning. Retrieved from www.bie.org. Serim, F. (2012) Digital Learning: strengthen and assissing 21st century skills. San Franciso: Jossey-Bass.

Research based instruction- Using data to identify and implement aligned research-based instructional programs support academic achievement.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of

New York. Washington, DC: Alliance for Excellent Education.www.all4ed.org/?les/WritingNext.pdfon ****Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. © 2010 by Carnegie Corporation.

Abstract: In the Carnegie Study, Writing Next, lists Process Writing ninth in its Eleven Elements of Effective Adolescent Writing Instruction. Process Writing is a number of writing instructional activities that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

Cornell Note Taking Process:

How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company****Purpose of Cornell Note Taking: The Cornell or the Two Column Note Taking strategy (Pauk 2001) helps students determine importance and to self-question as they read, comprehension strategies that effective readers use to make sense of text. The strategy provides students with a system for organising information in a useful format. Students identify the main ideas and important information of a topic, a prerequisite to developing insight, by writing the main points in one column and supporting or essential details in a second column. Underneath these columns students then write a one or two sentence summary to encapsulate the main ideas. These notes then act as a study guide for students.

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That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print. 2004-2008-Marzano Research Laboratory***

Abstract:- Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

Summarizing:

Robert Marzano's Meta Analysis of Instructional Strategies 2004-2008-Marzano Research Laboratory***

In the research by Robert Marzano (2000), the strategy of summarizing to fill in and translate information into a brief, synthesized form has been shown to have an effect size of 1.0 or 34 percentile points on student learning which puts it in the top nine most effective teaching strategies.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of

New York. Washington, DC: Alliance for Excellent Education.www.all4ed.org/files/WritingNext.pdf

The meta-analysis of the Carnegie Study, Writing Next places the strategy of Summarization (with explicit and systematic instruction) second in importance in its Eleven Elements of Effective Adolescent Writing Instruction.

Close and Critical Reading:

Fisher, Douglas, William G. Brozo, Nancy Frey,, Gay Ivey. 50 Instructional Routines to Develop Content Literacy. 2 Ed. Pearson. 2010. 168 pp.

Fifty research/evidence-based instructional routines useable across content areas: when and why a particular approach should be used,

practical examples, specified literary focuses for each strategy (before, during, after reading), recommended actions that will foster comprehension (think alouds, Question-Answer Relationships, word walls, specific examples for each content area.***Pearson, P. David, LR. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say about Reading Instruction, 2nd Edition. Newark, DE: International Reading Association. Pp. 1-26. Appendix-Additional Research.

Examines the development of expertise in reading comprehension processes and work on effective approaches to instruction--to build an instructional model for teaching reading comprehension strategies. It views "teacher as text" as discussion is encouraged as a means to promote student understanding of complex concepts along with opportunities for motivation. This process requires flexibility, adaptability and problem-solving skills to use as understandings that students bring to and take from the instructional experience are encouraged and applied to new information as it evolves into new knowledge. ***

Fisher, Douglas, Nancy Frey. *Improving Adolescent Literacy: Content Area Strategies at Work*, 3rd Ed. Pearson. 2011. 216 pp.

Helps students work toward mastery of literacy and comprehension of content area texts by providing specific strategies that focus on English language learners and struggling readers, technologies to enhance teaching, research base of current sources of support and readings for each strategy, show how various formal and informal assessments can gauge progress.***Biancarosa, G. & Snow, C.E. (2004). "The Fifteen Key Elements of Effective Adolescent Literacy Programs", *Reading Next: a vision for action and research in middle and high school literacy*. Pp12-22. A report to the Carnegie Corporation of New York, Washington DC: Alliance for Excellent Education. This document reflects the findings of a panel of five nationally known and respected educational researchers who met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education.

Vocabulary Development:

Marzano, Robert. *Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction*. ASCD, 272 pp. Based on 30 years of research and successful school implementations, Marzano and Pickering provides a manual of 8000 potential words and a systematic, practical way to assist students master essential academic vocabulary and concepts of a given subject area that enhance student comprehension and achievement. All terms are extracted from national standards documents, across 11 content areas, organized by grade spans. The source provides a six-step process for direct instruction to maximize learning of subject area vocabulary by:

***Marzano, Robert J (2004). *Building Background Knowledge for Academic Achievement: Research on What Works in Schools*. Alexandria, VA: ASCD. Marzano, Robert, Debra Pickering. *Building Academic Vocabulary: Teachers Manual (Implementation)*, 164pp. This text, a meta-analysis drawing from 35 years of research, examines the insufficient background knowledge as a chronic cause of low achievement for students from disadvantaged backgrounds. In response to this challenge two areas of instruction are advanced as potential for improvement: increased silent reading and instruction in subject-specific vocabulary. This theory is advanced as a method of improvement for all students when instruction includes definitional and contextual information as students are involved in deeper processing.

***Daniels, Harvey, Steven Zemelman. *Subjects Matter: Content Area Reading*. Portsmouth, NH: Heinemann, 2004.

This text elaborates on the usefulness of content-area reading for math, science, and history teachers. It includes activities and material that energize content and engage students across subject areas. The authors deal with the analysis of textbooks and how to use them, how to balance literacy in the classroom, help for struggling readers (materials), scientific proof that certain activities improve reading, reading strategies that can be used across the curriculum, and using a wide range of reading with an established purpose. Additional recommendations are given for reading research.

Science Inquiry-Based Curriculum:

Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). *The BSCS 5E Instructional Model: Origins and Effectiveness*. Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

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National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

Research Based Strategies:

Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional

Model: Origins and Effectiveness. Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

National Science Education Standards (NRC, 1996), Inquiry and the National Science Education Standards (National Research Council

[NRC], 2001a) This research supports best practice instructional strategies that guide successful science instruction in the classroom.

Instructional Strategies to increase content Literacy:

Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of

Reading Research (pp.319-351).

New York: Longman This research supports the use of close and critical strategies to develop meaning from non-fiction text or other nonfiction resources.

Beck, I. L. & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research

(pp. 789-814). Vol. II. White Plains, NY: Longman. This research outlines research approaches on vocabulary development in reading.

Numeracy Knowledge:

Anne Egger, Ph.D., Anthony Carpi, Ph.D. "Data Analysis and Interpretation" Vision learning Vol. POS-1 (1), 2008. This research

supports how scientists collect and record data, find patterns in data, explain those patterns, share research with larger scientific community.

Yore, L., Hand, B., & Florence, M. (2004). Scientists' views of science, models of writing, and science writing practices. Journal of Research in Science Teaching, 41,

338-369. This research supports the need for scientific documentation of learning through writing.

National Research Council. (2005). How students learn: History, mathematics and science in the classroom, A targeted Report for Teachers.

M Donovan & J. Branford

(Eds.), Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press. This research offers support for the importance of providing evidence for claims and arguments in science.

Implementing a Standards Based Curriculum:

Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-continent Research for Education and Learning. (ERIC Document reproduction service No. ED4542555) A "guaranteed and viable curriculum " provides students with "time" and an "opportunity to learn."

Multiple Representations:

Mosely and M. Brenner. "Using Multiple Representations for Conceptual Change in Pre-Algebra: A Comparison of Variable Usage with Graphic and Text Based Problems"., 1997, (Washington, D.C.) U.S. Department of Educational Research ERIC.

Hegarty, M. and Kozhevnikov, M. (1999) "Types of Visual-Spatial Representations and Mathematical Problem Solving". Journal of Educational Psychology v91, no. 4, p.684-689.

Differentiated Instruction:

Yackel, Cobb, Wood 1991. "Small-Group Interactions as a Source of Learning Opportunities in Second Grad Mathematics" Handbook of Research on Improving Student Achievement by ERS p. 163, 167, & 172. Using small groups of students to work on activities or problems can increase student mathematics achievement.

Inquiry Driven Curriculum:

Chenoweth, K. (2009, Fall). Piece by Piece: How Schools Solved the Achievement Puzzle and Soared. American Educator. 33(3), 15-23.

Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003) Resources, instruction, and research. Educational Evaluation and Policy Analysis, 25(2), 119-142.

Elmore, R. F. (2002). Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. New York: Albert Shanker Institute.

Heritage. M. (2008). Learning Progressions: Supporting Instruction and Formative Assessment. Los Angeles, CA: National Center for

Research on Evaluation, Standards, and Student Testing (CRESST). 2 August 2013

<<http://www.k12.wa.us/assessment/ClassroomAssessmentIntegration/pubdocs/FASTLearningProgressions.pdf>>.

Marzano, R. J., Pickering, D. J. and Pollock, J. E. (2001). *Classroom Strategies That Work: Research-Based Strategies For Increasing*

Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development. Reeves, D. (2003) *High Performance in High Poverty Schools: 90/90/90 and Beyond*.

Wiggins, G. & McTighe, J.(2005). *Understanding by Design (Expanded 2nd Ed. USA)*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Best Practices for Engagement:

tockdill, D. and Moje, E. (2013). *Adolescents as Readers of Social Studies: Examining the Relationship between Youth's Everyday and Social Studies Literacies and Learning*. *Berkley Review of Education*, 4(1), 35-68.

McTighe, J., Seif, E. and Wiggins, G. (2004). *You Can Teach for Meaning*. *Educational Leadership*, 62(1), 26-31. *Content Area Literacy:*

Bain, R. B. (2000). *Into the Breach: Using Research and Theory to Shape History Instruction*. In *Knowing, Teaching, and Learning History: National and International Perspectives*. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" *Applying the Principles of How People Learn in Teaching High School History*. In *How Students Learn History, Mathematics, and Science in the Classroom*. National Research Council. Washington, DC: National Academies Press.

Moje, E. B. & Speyer, J. (2008) *The Reality of Challenging Texts in High School Science and Social Studies*. In Hinchman, K. A., Sheridan-Thomas, H.K. (Eds.) *Best Practices In Adolescent Literacy Instruction*. (pp. 185-211). New York, NY: Guilford

Evidence-Based Thinking and Writing:

Bain, R. B. (2000). *Into the Breach: Using Research and Theory to Shape History Instruction*. In *Knowing, Teaching, and Learning History: National and International Perspectives*. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" *Applying the Principles of How People Learn in Teaching High School History*. In *How Students Learn History, Mathematics, and Science in the Classroom*. National Research Council. Washington, DC: National Academies Press.

Monte-Santo, C. (2008). *Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers' Practices*. *American Educational Research Journal*. Vol. 45 No. 4, pp. 1045-1079.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all four turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

A new transformation principal was hired for Pontiac High School in August 2011. The principal resigned from the district in June 2013. Since that time, one of the assistant principals was appointed to the position of interim principal. This assistant principal was selected for the Interim position because she was active in the academic restructuring of the school. She was instrumental in the areas of developing school leadership, developing protocols to collect and analyze data, worked to engage a wider variety of parents for school support, and formulated school community partnerships.

As Interim Principal, she has continued to be active in these goal areas: developing school leadership, developing protocols to collect and analyze data, engaging a wider variety of parents for school support, and continuing to foster school community partnerships. She has also been instrumental in supporting a data analysis process, using the required ACT process, to galvanize the staff around new ways of thinking and acting about student data, to act quickly to change teacher and student behavior within this school year, and the change the organizational norms and expectations about student progress. This process was called ACT Test Fest, which included student analysis of data and goal setting. The defined data outcomes have been tracked, displayed, and discussed in data teams throughout the year. Results have shown an upward trend. Review of the ACT/MME data, still not available to date at the high school, will provide the post-test data needed for the final data review. The defined outcomes of increased student engagement were measured by surveys. The defined outcome of increased student achievement was determined by student mini-check-in data. The next step in this goal is to bring the final data back to the teams, analyze patterns and set goals for the last teaching cycle of the year. Also, the goal will be expanded to include student goal setting at and between each mini-teaching module.

Currently, staff consistently use data from multiple sources to analyze and plan for student learning, reaching another goal set for this year. Data sources include: ACT/Plan/MME and NWEA. Local data is collected on 3 week and 6 week cycles from building-wide instructional learning cycles conducted in the classrooms. In addition, the ACT Test Fest was a year-long Instructional Learning Cycle, inclusive of all academic and non-academic support staff. The defined outcome of using multiple data sources on a consistent basis was monitored by walk-throughs, visitations to data team meetings, and through evaluation of team data binders. The goal for next year, defined by the staff, is to collapse the multiple date ILC's and combine cycles to minimize data collection and maximize the use of data.

Due to staff transfers, retirements, staff reduction and relocation of the Ninth Grade students a new building Instructional Leadership Team had to be created. The new team was created with only 3% of the previous year's members. The Interim Principal has built capacity with a new group of building leaders, apprising the group of required roles and responsibilities, establishing norms, and setting team goals. The group has evolved through goal setting and monitored progress, which transformed the group from independent department leaders to a

cohesive team of productive thinkers who produce quality outcomes. Developing a new leadership team was a priority goal that is successfully reaching set expectations as monitored by meeting minutes and work products from the group. Norms, roles and responsibilities, group expectations will have to be revisited depending on the staffing next year.

The Interim Principal has established the collection and analysis of academic data requiring data team binders that reflect the continuous use of data to plan instruction and assess students' academic progress. Data teams meet bi-weekly to review student work. In addition, the Interim Principal has continued to develop and refine the ILC process in the building. Teams have embedded the process in the teaching cycle allowing for greater synthesis of the data. This goal will be further developed next year, working with Oakland Schools, to organize and structure the data binders to be more informative, and thus effective, based on feedback from teams and coaches.

Forecasting a need for creating a stronger, more pervasive, positive learning environment and spirited culture the building was transformed from limited optimism and buy-in to increased positive engagement and support from the building staff was a very important goal. Instructional enhancements were implemented and monitored throughout the year. A consistent effort, by the Interim Principal, to build a positive culture made a significant change in the demeanor of the building. Changes began with the first staff meeting of the year, as the Interim Principal introduced a catch phrase for all to say and see posted-OBPP: Optimism breeds positivity and possibilities. Each and every day, the Interim Principal greets and sees the students off. She is an active presence in the halls, classrooms, and at all school events. She constantly is encouraging students with words of support and questions of caring. She made a commitment to do announcements daily, ending each connection time with students with the phrase: Do your best, to be the best, because you ARE the BEST. Students have responded positively to these changes. Staff are more engaged and supportive, as shown by survey results of the staff and students. Despite many negative and disruptive external factors, the building leader has maintained a positive building thrust toward increasing student and staff engagement. The climate and culture of the building will change again this summer due to additional academic and personnel changes, Blended Learning begins, and an extended school year gets under way. This goal will be enhanced and developed to provide the support and direction for the current and new staff as the next school year begins. Activities to get to know the staff, build teams, and focus on academic goals will be the basis of the actives.

The Interim Principal has been able to effectively organize a structure that improves student achievement and establishes a conducive learning environment, a positive school culture and climate. The District is satisfied that the current interim principal meets the competencies and will be able to support the staff in understanding and acting on the urgency to improve student learning.

The Interim Principal participated in a rigorous hiring process that began with the job search application process. The Interim Principal completed a job fit assessment and was then advanced to an initial team interview. The Interim Principal was forwarded to an onsite interview team consisting of support staff, special education staff, security staff, union representatives and the human resource director in this interview cycle the Interim Principal completed a writing sample and skills inventory. Lastly, the Interim Principal was recommended to the District and ISD Superintendent for interviewing and hiring. The Interim Principal was recommended to the school board and approved in July 2014.

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The District is committed to supporting Pontiac High School in creating and maintaining a climate and culture that is conducive to high quality teaching and learning that leads to improved student achievement.

The principal will have multiple opportunities to attend professional development activities offered by the District and by external providers, including those offered by Oakland Schools and through the Principals' Academy offered by MDE.

Monthly principal meetings on the third Thursday of each month will offer opportunities to dialogue with peers, to participate in activities that increase leadership capacity such as discussing current articles, book studies and to be engaged in job related professional development.

The principal will also be a key participant in the ongoing training that the District Improvement Team will plan and implement for the 2014-15 school year.

Two District-wide Professional Development days are scheduled for the 2014-15 year. These days are currently scheduled for September and February. The focused training will consist of skills and competencies that instructional leaders need to implement the targeted instructional skills necessary for the Balanced Year Calendar. The principal will also participate in ongoing training related to the use of chrome books and the Blended Learning Curriculum. The District will also approve training that enhances the professional learning of the administrator. The principal participates as a member of the Professional Learning Communities and also, as a member of the Quarterly Reporting meeting. District representatives will attend meetings periodically to support and guide the work of school improvement and transformation and to make recommendations for improvement.

The District will provide direct support to the principal in providing data for the school to examine, analyze and act upon. The school will have the support of the District Assessment Coordinator to provide on-site training and support in analyzing data. Additionally, coaches and school improvement facilitators from Oakland Schools will provide job-embedded training in building capacity in leadership and instruction. In collaboration with the District Rep., the MI-Excel specialist will provide support to the principal in the implementation of the Transformation Plan and also provide professional development and coaching as needed. The District will support the principal in implementing and achieving the teaching and learning goals that the staff has selected for focus and will provide strategies for engaging students and improving literacy and numeracy skills. The District will monitor the implementation of the Instructional Learning Cycle that are intended to yield quick gains in achievement.

The District will provide as many resources as is possible within the Consent Agreement that supports the nature of the work of the school. The District will pool and consolidate technology, talent, resources; both human and financial for the benefit of the school. The District will also provide a schedule of progress benchmarks and a plan for student assessment that is being developed.

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new

staff. Attach the teacher evaluation and Administrator Evaluation. (Narrative)

The teacher and administrative evaluation models were developed during the 2011-12 school year and used by the district last year. The Charlotte Danielson Model was the research-based approach used to develop the teacher evaluation system, and the "Interstate School Leaders Licensure Consortium Standards (ISLLC) for the leadership evaluation system. Revisions were made to the scoring process of the evaluation tool. Teachers were offered opportunities to attend professional development related to identified areas of need from administrative observations. Additionally, the building provided staff development opportunities at staff meetings, based on identified needs from ILC data, and ACT Test Fest data. The school professional development calendar is developed during the summer, based on the SIP and identified needs. It is modified and adjusted throughout the year, if needed. Teacher support plans are a part of teacher evaluation and goal setting plans. The Interim Principal has attended Principals Leadership Academy sponsored by MDE, SRO office, and the New Principals Leadership Institute sponsored by Oakland Schools. Both are year long academies.

2A: Teacher Evaluation System

The development of the teacher evaluation system, which is based on the Charlotte Danielson Model, consisted of the following steps:

-The collaborative team consisted of the Teacher Union President, three teachers from the elementary, middle school, and high school; the middle school and high school principals; and the Human Resource Director.

-Eight to ten meetings were held during the 2011-12 school year through October, 2012. Meetings were for the purposes of clarifying the purpose and objections of the evaluative process, engaging the stakeholders and obtaining feedback on the instrument, assessment tools, and student growth objectives.

-Teachers received professional development in October, 2011 on the MDE Educators' Evaluation process. Professional development was also provided on the district's evaluation model and process of achieving Highly Effective ratings for all staff. Administrators received training at the Principals' Academy to ensure that instruments were administered with fidelity. Teachers and principals met to review the observation instrument and the protocol to develop annual goals and individually prior to the implementation of the process.

Teachers are evaluated on relevant competencies with the desired goal of enhancing professional growth and performance. The evaluation of teachers includes the following five (5) Domains of Performance Competencies. Using the Minimum Performance Expectations for All Informal and Formal Observations, teachers must score a minimum of 75% overall in the Effective or Highly Effective Categories and at least 40% of students must achieve 75% mastery in reading and mathematics as evidenced by assessment data by May.

-Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on academic assessments (. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year- end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data.

In implementing the teacher evaluation process, the principal conducts two formal observations, walk-throughs and a final evaluation using established protocols. Teachers are provided with a copy of the Criteria for Attaining Tenure that outlines the desired competencies. Principals and teachers review the evaluation model and protocols prior to evaluation. The process of creating individual teacher goals incorporates self-reflection and assistance from leadership in the evaluation process. This process also links the evaluation process with collective and individualized professional learning programs for all evaluated educators. Coaching support also provides individualized professional support around co-designed targets and goals related to moving the SIP work forward.

Teachers are observed formally at least two times/yearly unless they are non-tenure teachers, and then it is three times/yearly. Non-tenure teachers also receive a mentor. The final conference for all PEA members will be conducted by the last week in May.

2B: Leader Evaluation

The Interstate School Leaders Licensure Consortium Standards (ISLLC) was used as the research base to develop the Leadership evaluation plan. The Human Resource Director and three administrators met five times prior to the beginning of the 2011-12 school year to clarify the purpose and objectives of the administrator evaluation system, engage stakeholders and obtain feedback on the instrument and the process. The plan was approved by the Pontiac Board of Education and the Administrators' Union in September, 2011.

To align Pontiac's administrator evaluation with legislation the same criteria for student achievement will be applied to the building administrator evaluation. For the annual year-end evaluation for the 2013-14 school year, at least 25% of the annual year-end evaluation shall be based on student growth and assessment data. For the annual year-end evaluation for the 2014-15 school year, at least 40% of the annual year-end evaluation shall be based on the student growth and assessment data. Beginning with the annual year-end evaluation for the 2015-16 school year, at least 50% of the annual year-end evaluation shall be based on student growth and achievement data. Criteria in the Evaluation Tool include student growth as a factor in the overall performance measure. Student growth is currently 20% of the overall evaluation formula as measured by how students perform on academic assessments (NWEA, ACT PLAN, MME, Local common assessment, ILC cycle assessments).

Pontiac High School 2014-2015 staffing has been restructured with 50% new staff persons. New staff members have been added to every department including school administration.

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

3A: Identify and Reward Staff

Pontiac High School will identify and reward staff when 55% of ninth and eleventh students demonstrate significant growth on the District selected Fall and Spring assessment. In order to operate within the confines of the Financial Operating Plan of the Consent Agreement, the school will institute a cost-effective system of rewards for educators which will include, but not be limited to, a teacher of the month certificate, a special prime parking space, a school lunch token, recognition at a student awards ceremony, name sent to the Board of Education for recognition and name/picture displayed in the office.

At the end of the school year in 2014, the District will host a special reception and honor teachers and students who have excelled and increased student learning/achievement. High school teachers qualify when a total 75% of students in a teacher's classes receive grades of A or B.

Leadership will be asked to nominate teacher of the month based on academic achievement and significant process in student achievement.

New staff recruitment was conducted during the end of the 2013-2014 school and throughout the summer months. We held 2 job fairs, reached out to are Universities, aggressive placement of postings through Applitrak and MASA website. This process was initiated with a human resource consultant hired to recruit high school staff. The consultant reviewed the staffing needs, posted positions according to the needs that arose as a result of reducing the 2013-2014 staff by 50%. The human resource consultant hired an interviewing team consisting of previous teachers and administrators and persons used as co-evaluators during the school year. The interview team reviewed over 400 applications from the postings. The interview team conducted mass interviews of over 300 applicants at the ISD. After the screening interviews, the recommended candidates were forwarded to a second interview with the human resource director and human resources specialist. The remaining candidates that were recommended for hiring met with the building administration and reviewed the available teaching positions needed on the master schedule. The new staff were assigned to teaching positions based on teaching certification, experience and their willingness to work with urban youth. The change in staffing resulted in 25 of 50 persons are new hires for the 2014-2015 school year replacing 24 of 49 staff persons for the 2013-2014 school year.

Leadership will be asked to nominate teacher of the month based on academic achievement of at least 40% of students achieving 75% mastery in reading and mathematics. Teachers will be provided additional supplemental materials if they have demonstrated increased student achievement when 40% of students score at least 75% on reading and mathematics by June, 2014. The District will also reward staff who have contributed positively to increased student achievement and who have implemented the instructional program with fidelity.

At the current time, there is no provision for monetary incentives due to the financial state of the District. Therefore, the District will embark on a plan that includes non-monetary recognition. Pontiac High School will seek stakeholder input on creative ways to reward staff who have increased student achievement.

Pontiac High School recognizes staff persons on a monthly basis for "Phoenix Teamwork" awards for outstanding acts of teamwork, leadership or program development. Staff persons are occasionally rewarded with gift cards for outstanding building performances when funds permit.

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The Pontiac School District joined with the bargaining units have agreed to provide monetary rewards to teachers whose students demonstrate improved performance on assessments that contribute to student growth and higher achievement levels. The School board will also use the board meetings to recognize teachers and administrators for outstanding work, program implementation/improvements, and student growth and achievement.

3B: Remove Staff: The District uses a process for evaluating teachers and administrators that utilizes student growth as a significant factor, and identifies strategies to support ongoing practice. Teachers and leaders are evaluated by the District on relevant competencies with the

desired goal of enhancing professional growth and performance. Individual Improvement Plans are developed for staff who are rated as "not effective" or "minimally effective". The plans are reviewed monthly by administrators and feedback is provided on the progress staff members are making.

For teachers and leaders who have been given multiple opportunities to improve professional practice and have not achieved student achievement outcomes and have not met the district's performance criteria, the district will identify a set of competencies that will be used to screen all staff and use these competencies in an objective manner to remove ineffective staff, and to remove the least effective staff in the event of a district-wide layoff or staff reduction.

Per the Consent Agreement for the School District of the City of Pontiac, in the spring of 2014, the District will use a collaborative process to screen all existing staff throughout the district on the professional competencies identified in the district's educator evaluator system. Principals will collaborate with external evaluators to conduct observations of all teachers and will use this information to complete formal evaluations and recommend for removal those teachers who are rated as "not effective".

New staff persons were assigned by a match of student needs with correct or appropriate certification, experience and willingness to work with urban youth.

Evaluation based recommendations will be provided from the building leader for removal of staff.

Consistent and frequent staff rewards and recognition will be a large part of teacher retention. Teachers will be supported in frequent professional development through the school district and the ISD, often at no charge to the district or staff.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Goal 1:

Literacy: All students at Pontiac High School will be proficient in writing skills.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing skills in English Language Arts by 06/15/2016 as measured by state and local assessments. Students not meeting proficiency including the special education population and other at-risk learners will receive additional support..

Strategy1:

Summarizing - All teachers will provide explicit instruction on summarization to help students organize their thinking and subsequent writing to demonstrate learning.

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004-2008-Marzano Research Laboratory***

In the research by Robert Marzano (2000), the strategy of summarizing to fill in and translate information into a brief, synthesized form has been shown to have an effect size of 1.0 or 34 percentile points on student learning which puts it in the top nine most effective teaching strategies.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.www.all4ed.org/?les/WritingNext.pdf

The meta-analysis of the Carnegie Study, Writing Next places the strategy of Summarization (with explicit and systematic instruction) second in importance in its Eleven Elements of Effective Adolescent Writing Instruction.

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Activity - Professional Development for Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training will be provided to improve teacher understanding around explicit instruction for summarizing as evidence of learning. Teachers will develop/select appropriate common rubric to use in summarization activities. Teachers will be trained using the professional text, Summarization in any Subject by Rick Wormeli using Title II money at \$30 per book for 100 books.	Professional Learning			08/26/2013	06/15/2016	\$3000 - Title II Part A	Principal, Department Chairs, members of the ILT

Activity - Content area coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional deliver around teacher/coach selected targets.	Professional Learning			08/26/2013	06/15/2016	\$0 - MI-Excel	Principal, Department Chairs, Content area coaches

Strategy2:

Cornell Note Taking - All teachers will provide explicit instruction on Cornell Note Taking in all content areas. Cornell Notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at-risk learners will receive additional support in Language! intervention class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies and ELL tutors.

Research Cited: How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company****Purpose of Cornell Note Taking:

The Cornell or the Two Column Note Taking strategy (Pauk 2001) helps students determine importance and to self-question as they read, comprehension strategies that effective readers use to make sense of text. The strategy provides students with a system for organising information in a useful format. Students identify the main ideas and important information of a topic, a prerequisite to developing insight, by writing the main points in one column and supporting or essential details in a second column. Underneath these columns students then write a one or two sentence summary to encapsulate the main ideas. These notes then act as a study guide for students.

Robert Marzano's Meta Analysis of Instructional Strategies• Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print. 2004-2008-Marzano Research Laboratory***

Abstract:• Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

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Activity - Content Area Coaching/Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Activity - Content area coaching/Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Activity - Professional Development for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking Strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion of Cornell Note Taking. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			08/15/2012	06/30/2014	\$0 - No Funding Required	Principal, Department Heads, Instructional Leadership Team (ILT) members

Strategy3:

Research based instructional strategies for improving writing skills: Writing Process within informational writing modes. - All content area teachers will provide explicit, direct instruction in the steps of the writing process and provide ongoing opportunities for students to engage in the process of creating finished writing products focusing on the modes of informational writing (informational/explanatory, argumentative and constructed response through a viable curriculum. In addition, ELA teachers in grades 10, 11, and 12 will pilot the implementation of the Common Core Informational Writing Unit.

Research Cited: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf on ****Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. © 2010 by Carnegie Corporation.

Abstract: In the Carnegie Study, Writing Next, lists Process Writing ninth in its Eleven Elements of Effective Adolescent Writing Instruction. Process Writing is a number of writing instructional activities that stresses extended writing opportunities, writing for authentic audiences,

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personalized instruction, and cycles of writing.

Activity - Professional Development for Informational Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive training around the appropriate implementation of writing in the modes of informational/explanatory and argumentative writing as well as constructed response.	Professional Learning			01/15/2015	06/15/2016	\$0 - Title II Part A	Principal, ELA Department Chair, External consultants

Activity - Professional Development for the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive training around the steps of the writing process and the appropriate implementation of writing within specific content areas. ELA teachers will work with Content Coaches to plan and develop PD for other content areas in the writing process strategy to support implementation of the plan. (Requirement 4)	Professional Learning			08/25/2014	06/30/2016	\$0 - Title II Part A	Principal, Department Chairs, ILT members, Content Coaches

Goal 2:

Literacy: All students at Pontiac High School will be proficient in reading.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/15/2016 as measured by state and local assessments. Students not meeting proficiency including special education population and other at-risk learners will receive additional support..

Strategy1:

Cornell Note Taking - All teachers will provide explicit instruction on Cornell note taking in all content areas. Cornell notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at risk learners will receive additional support in Language intervention class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies.

Research Cited: Reading Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.[www.all4ed.org/? les/WritingNext.pdf](http://www.all4ed.org/?les/WritingNext.pdf) ***

Marzano, R. and Pickering, D. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student

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learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

***How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company

Cornell Note Taking, developed by Walter Pauk at Cornell University in the 1950's, helps students determine importance and self-question as they read and organize information in a useful format allowing them to summarize the main ideas of the text.

Activity - Content Coaching for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches

Activity - Professional Learning for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			08/15/2012	06/06/2013	\$0 - Title II Part A	Principals, Department Chairs, ILT members

Strategy2:

Close and Critical Reading - Teachers will implement close and critical reading strategies to help students improve reading comprehension: active reading/text coding, four (4) essential questions, annotating the text and analyzing text structure, through the use of a viable curriculum
Research Cited: Fisher, Douglas, William G. Brozo, Nancy Frey., Gay Ivey. 50 Instructional Routines to Develop Content Literacy. 2 Ed. Pearson. 2010. 168 pp.

Fifty research/evidence-based instructional routines useable across content areas: when and why a particular approach should be used, practical examples, specified literary focuses for each strategy (before, during, after reading), recommended actions that will foster comprehension (think alouds, Question-Answer Relationships, word walls, specific examples for each content area.***Pearson, P. David, LR. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say about Reading Instruction, 2nd Edition. Newark, DE: International Reading Association. Pp. 1-26. Appendix-Additional Research.

Examines the development of expertise in reading comprehension processes and work on effective approaches to instruction—to build an instructional model for teaching reading comprehension strategies. It views "teacher as text" as discussion is encouraged as a means to promote student understanding of complex concepts along with opportunities for motivation. This process requires flexibility, adaptability and problem-solving skills to use as understandings that students bring to and take from the instructional experience are encouraged and applied

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to new information as it evolves into new knowledge. ***

Fisher, Douglas, Nancy Frey. Improving Adolescent Literacy: Content Area Strategies at Work, 3rd Ed. Pearson. 2011. 216 pp.

Helps students work toward mastery of literacy and comprehension of content area texts by providing specific strategies that focus on English language learners and struggling readers, technologies to enhance teaching, research base of current sources of support and readings for each strategy, show how various formal and informal assessments can gauge progress.***Biancarosa, G. & Snow, C.E. (2004).

“The Fifteen Key Elements of Effective Adolescent Literacy Programs”, Reading Next: a vision for action and research in middle and high school literacy. Pp12-22. A report to the Carnegie Corporation of New York, Washington DC: Alliance for Excellent Education.

This document reflect the findings of a panel of five nationally known and respected educational researchers who met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education.

Activity - Content Coach Support for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content Coaches will provide support with inclusion of four essential questions during PLC with common lesson planning, assessment development/ data collection and analysis, as well as instructional delivery through individual coaching support for curriculum use around teacher/coach selected targets. (Requirement 8)	Professional Learning			01/23/2012	06/16/2016	\$0 - MI-Excel	Principal, department chairs

Activity - Content Coach Support for Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis surrounding the use of this strategy. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 7)	Professional Learning			09/15/2015	06/15/2016	\$0 - MI-Excel	Principal, department chairs

Activity - Content Coaches to Support Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			09/24/2012	06/15/2016	\$0 - MI-Excel	Principal, department chairs, content coaches

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Activity - Professional Learning for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for the use of strategy to implement the CCSS and MDE Standards. Content Coaches support teachers in preparing lesson ideas and materials for the classroom implementation. All teachers will be provided with materials on the (4) Essential Questions from Michigan Mission Possible Literacy website that provides specific instructional information drawn from various researched sources and will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			01/28/2013	06/15/2016	\$0 - Title II Part A	Principal, ILT members, department chairs. ELA department will take the lead with other content area teachers.

Activity - Professional Learning: Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn and implement the Close and Critical Reading Protocol/ Text Structure in all content areas. Coaches will provide support with the inclusion of the strategy in common planning, instructional delivery, assessment development/data collection and analysis. There will be ongoing training to further teacher understanding around explicit instruction for the Text Structure strategy. Usable material will be provided for teachers.	Professional Learning			01/20/2014	06/15/2016	\$0 - Title II Part A	Principals, Department Chairs, ILT Members

Activity - Professional Learning: Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive ongoing training in the Close and Critical Reading skill of Active Reading/Text Coding to understand the knowledge needed to implement this reading comprehension skill set. This professional development is critical to support the implementation of this strategy (Requirement 4). Content area coaches will provide support as teachers incorporate the strategy in lesson planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning			09/24/2012	06/15/2016	\$0 - Title II Part A	Principal, department chairs, members of ILT

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Activity - Content Coach Support for Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Work will also be done with content area teachers with text structure activities and materials. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning			01/27/2014	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches, Teachers

Activity - Professional Learning for Annotating the Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training in what annotating text means, methods of using the strategy, how to use explicit instruction to implement the close and critical reading protocol for annotating text (marking, highlighting, etc) aligned to the CCSS to increase student comprehension of complex text.	Professional Learning			09/15/2015	06/15/2016	\$0 - Title II Part A	Principals, department chairs

Strategy3:

Vocabulary Development - Provide explicit Instruction and repeated exposure to new words in multiple contexts and allow sufficient opportunities to use new vocabulary in a variety of context through activities such as discussion, writing, extended reading and project development. Vocabulary development is critical to enhancing reading comprehension. (Requirement 4)

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction. ASCD, 272 pp. Based on 30 years of research and successful school implementations, Marzano and Pickering provides a manual of 8000 potential words and a systematic, practical way to assist students master essential academic vocabulary and concepts of a given subject area that enhance student comprehension and achievement. All terms are extracted from national standards documents, across 11 content areas, organized by grade spans. The source provides a six-step process for direct instruction to maximize learning of subject area vocabulary by:

***Marzano, Robert J (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools.

Alexandria, VA: ASCD. Marzano, Robert, Debra Pickering. Building Academic Vocabulary: Teachers Manual (Implementation), 164pp.

This text, a meta-analysis drawing from 35 years of research, examines the insufficient background knowledge as a chronic cause of low achievement for students from disadvantaged backgrounds. In response to this challenge two areas of instruction are advanced as potential for improvement: increased silent reading and instruction in subject-specific vocabulary. This theory is advanced as a method of improvement for all students when instruction includes definitional and contextual information as students are involved in deeper processing.

***Daniels, Harvey, Steven Zemelman. Subjects Matter: Content Area Reading. Portsmouth, NH: Heinemann, 2004.

This text elaborates on the usefulness of content-area reading for math, science, and history teachers. It includes activities and material that energize content and engage students across subject areas. The authors deal with the analysis of textbooks and how to use them, how to balance literacy in the classroom, help for struggling readers (materials), scientific proof that certain activities improve reading, reading strategies that can be used across the curriculum, and using a wide range of reading with an established purpose. Additional recommendations are given for reading research.

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Activity - Content Coaching for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans, assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			03/01/2014	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches

Activity - Professional Learning for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive initial training in the explicit instruction and implementation of Vocabulary Development activities. There will be ongoing training to further teacher understanding around the research-based instructional delivery and student expectation for vocabulary strategy which will include differentiation by content, process, and product and small group settings for instruction. Building Academic Vocabulary: Teachers Manual. \$30.00 x 100= 3000 The accompanying videos will be used during PD. 250	Professional Learning			03/01/2014	06/15/2016	\$3250 - Title II Part A	Principals, Department Chairs

Goal 3:

Science: All students will demonstrate proficiency in Science.

Measurable Objective 1:

28% of All Students will demonstrate a proficiency in scientific processes & biological, chemical and physical science concepts including students performing below grade level (bottom 30%) & other targeted populations (students with disabilities, ELL, alternative ed., economically disadvantaged) in Science by 06/30/2015 as measured by state and local assessments (NWEA 2-12).

Strategy1:

Research-based Instructional Strategies - Science teachers will implement research-based instructional strategies to enhance student engagement in learning.

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional

Model: Origins and Effectiveness. Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry

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based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

National Science Education Standards (NRC, 1996), Inquiry and the National Science Education Standards (National Research Council [NRC], 2001a) This research supports best practice instructional strategies that guide successful science instruction in the classroom.

Activity - Professional Development: Effective Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will receive training around the writing of scientific lab reports; classroom discourse; engaging in arguments from evidence; developing and using models; constructing explanations (constructed response); obtaining, evaluating and communicating information; designing and carrying out investigations; and engaging students..	Professional Learning			03/03/2014	06/30/2016	\$0 - Title II Part A	Curriculum director, Principal(s), Science department chair

Strategy2:

Instructional Strategies to Increase Content Literacy - Science teachers will implement researched-based instructional strategies to increase students' content literacy.

Research Cited: Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351).

New York: Longman This research supports the use of close and critical strategies to develop meaning from non-fiction text or other nonfiction resources.

Beck, I. L. & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research

(pp. 789–814). Vol. II. White Plains, NY: Longman. This research outlines research approaches on vocabulary development in reading.

Activity - Getting Ready: Professional Development on Use of Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will be trained in teaching students how to use literacy strategies to enhance understanding of content material. Supplemental and specialized instruction will include differentiated instruction for special populations.	Professional Learning			06/30/2015	06/30/2015	\$0 - Title II Part A	District Administrator, Principal(s), External Consultant

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Activity - Getting Ready: Professional development on ways to utilize the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will be exposed to the NGSS and ways to effectively utilize the standards in the classroom.	Professional Learning			06/01/2014	06/30/2015	\$0 - Title I Part A	Principal(s), science department chair, external consultant (if necessary)

Strategy3:

Science Inquiry- Based Curriculum - Science teachers will implement a viable inquiry-based curriculum aligned to the State and National Science Standards.

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional Model: Origins and Effectiveness.

Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

Activity - Content Coach Support for Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Content Coach will provide support with the inclusion of inquiry-based instruction during PLCs when used for common planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			12/01/2013	06/30/2016	\$0 - MI-Excel	Principal(s), science department chair, science teachers

Activity - Professional Development: Inquiry-Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will have on-going professional development to further teacher understanding of inquiry-based curriculum.	Professional Learning			03/03/2014	06/30/2016	\$0 - Title II Part A	Principal, science department chair and external science consultant

Goal 4:

Social Studies: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

31% of All Students will demonstrate a proficiency in the areas of historical, economic & geographic perspectives in Social Studies by 06/30/2015 as measured by state and local assessments, including students who are performing below grade level (bottom 30%) & other targeted student populations (students with disabilities, English Learners, alternative education, economically disadvantaged).

Strategy1:

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Inquiry Driven Curriculum - The teachers will implement a guaranteed and viable, standards-based, inquiry-driven social studies curriculum.
 Research Cited: Chenoweth, K. (2009, Fall). Piece by Piece: How Schools Solved the Achievement Puzzle and Soared. American Educator. 33(3), 15-23. Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003) Resources, instruction, and research. Educational Evaluation and Policy Analysis, 25(2), 119-142.

Elmore, R. F. (2002). Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. New York: Albert Shanker Institute.

Heritage. M. (2008). Learning Progressions: Supporting Instruction and Formative Assessment. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). 2 August 2013

<<http://www.k12.wa.us/assessment/ClassroomAssessmentIntegration/pubdocs/FASTLearningProgressions.pdf>>.

Marzano, R. J., Pickering, D. J. and Pollock, J. E. (2001). Classroom Strategies That Work: Research-Based Strategies For Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. (2003) High Performance in High Poverty Schools: 90/90/90 and Beyond.

Wiggins, G. & McTighe, J.(2005). Understanding by Design (Expanded 2nd Ed. USA). Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Getting Ready 4 Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will receive professional learning in content knowledge and content literacy with alignment to Common Core State Standards.	Professional Learning			01/01/2014	06/30/2015	\$0 - No Funding Required	district staff, social studies teachers, Oakland Schools, content coaches

Strategy2:

Best Practices for Engagement - Social Studies teachers will use best practice instructional strategies to increase student achievement and engagement while maintaining a high expectation for learning in Social Studies.

Research Cited: Stockdill, D. and Moje, E. (2013). Adolescents as Readers of Social Studies: Examining the Relationship between Youth's Everyday and Social Studies Literacies and Learning. Berkley Review of Education, 4(1), 35-68.

McTighe, J., Seif, E. and Wiggins, G. (2004). You Can Teach for Meaning. Educational Leadership, 62(1), 26-31.

Activity - Monitoring/Evaluating 1 Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use teacher implementation data and student results data to inform and differentiate instruction, reflect upon the quality of instruction and analyze evidence of student learning. This process is embedded in the Instructional Learning Cycle.	Professional Learning			01/01/2014	06/30/2015	\$0 - Title II Part A	social studies teachers, content coaches

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Activity - Getting Ready 1 Professional Learning with Oakland Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will engage in professional learning surrounding a set of best practices and strategies to increase student achievement, high impact methods, inquiry based problem driven instruction, culturally responsive text instruction, technology tools, and differentiation strategies. The district, in collaboration with Oakland Schools, will provide these professional learning opportunities.	Professional Learning			01/01/2014	06/30/2015	\$0 - General Fund	district staff, oakland schools, content coaches

Strategy3:

Content Area Literacy - Teachers will incorporate research-based instructional strategies to increase content area literacy in students.

Research Cited: Bain, R. B. (2000). Into the Breach: Using Research and Theory to Shape History Instruction. In Knowing, Teaching, and Learning History: National and International Perspectives. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History. In How Students Learn History, Mathematics, and Science in the Classroom. National Research Council. Washington, DC: National Academies Press.

Moje, E. B. & Speyer, J. (2008) The Reality of Challenging Texts in High School Science and Social Studies. In Hinchman, K. A., Sheridan-Thomas, H.K. (Eds.) Best Practices In Adolescent Literacy Instruction. (pp. 185-211). New York, NY: Guilford

Activity - Getting Ready 1 Professional Learning with Oakland Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will partner with Oakland Schools to provide to teachers professional learning to embed research based content literacy practices, effective vocabulary instruction, and processes of teaching evidence-based arguments.	Professional Learning			01/01/2014	06/30/2014	\$0 - Title II Part A	district staff, Oakland Schools, social studies teachers

Goal 5:

Numeracy: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

A 37% increase of All Students will demonstrate a proficiency solving critical thinking problems through multiple step processes in operations, proportions/similarity, functions, and linear equations in Mathematics by 09/30/2016 as measured by state and local assessments, NWEA, (including the special education population and other at-risk learners).

Strategy1:

Multiple Representations: Charts and Graphs - All instructional staff will implement the use of multiple representations (i.e. charts, graphs, equations, tables, verbal descriptions, drawings, manipulatives, content vocabulary, etc.) to help students understand and make connections between different mathematical concepts.

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Research Cited: Mosely and M. Brenner. "Using Multiple Representations for Conceptual Change in Pre-Algebra: A Comparison of Variable Usage with Graphic and Text Based Problems"., 1997, (Washington, D.C.) U.S. Department of Educational Research ERIC.

Hegarty, M. and Kozhevnikov, M. (1999) "Types of Visual-Spatial Representations and Mathematical Problem Solving". Journal of Educational Psychology v91, no. 4, p.684-689.

Activity - Getting Ready: Manipulatives and Instructional Resources PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive training on how to plan, develop, and teach content using instructional resources to support student learning of mathematical concepts through multiple representations.	Professional Learning			10/01/2013	09/30/2015	\$0 - Title II Part A	Oakland Schools, building staff, coaches, instructional coaches

Activity - Getting Ready: Instructional Supports PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in professional learning activities, such as workshops, in-services, professional reading, collaborative planning, including job-embedded PD delivered through PLCs, on different ways to support instruction for students who are performing below grade level in math or need specialized instruction.	Professional Learning			02/26/2014	09/30/2015	\$0 - Title II Part A	Building staff, Teachers, Instructional and Content Coaches, SIF, Administrators

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional and Content coaches will collaborate with teachers to facilitate teachers' use of successful, research based instructional strategies including differentiated instruction for diverse learners.	Professional Learning			10/01/2013	09/30/2015	\$0 - No Funding Required \$10 - MI-Excel	Administration, Building support staff, Teachers, Instructional and Content Coaches

Strategy2:

Differentiated Instruction - Staff will incorporate differentiated instruction techniques, including flexible grouping, interventions and extensions, that are designed and/or selected based on formative/summative assessment results to meet the needs of all students.

Research Cited: Yackel, Cobb, Wood 1991. "Small-Group Interactions as a Source of Learning Opportunities in Second Grad Mathematics" Handbook of Research on Improving Student Achievement by ERS p. 163, 167, & 172. Using small groups of students to work on activities or problems can increase student mathematics achievement.

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Activity - Getting Ready: PD on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in job-embedded professional learning during their PLC meetings in how to use assessment data to determine how to differentiate instruction for different learners (content, process, product, etc.). Professional learning dialogues will be facilitated by instructional coaches, content coaches, teachers leaders, and school/district leaders.	Professional Learning			02/26/2014	09/30/2015	\$0 - No Funding Required	Teachers, Instructional and Content Coaches, Special Education and Intervention Teachers, Administrators

Narrative:

Goal 1:

All instructional staff will facilitate students in making connections between symbolic (equations), tubular (tables of values), graphical (graphs), geometric (figures), verbal (text) representations of content to increase student comp and achievement.

Measurable Objective 1:

A 37% increase of All Students will demonstrate a proficiency solving critical thinking problems through multiple step processes in Mathematics by 06/15/2016 as measured by state assessments and local assessments (including special education population and other at risk learners).

Strategy1:

Vocabulary Development - Instructional Staff will utilize research based strategies domain specific to teach vocabulary to make connection in mathematics and real world application.

Research Cited: The results of Quality Assurance Review of Pontiac High School by North Association AdvancED in April 2011 indicate that there are a variety of assessment data tools in the school; however, interviews and artifacts revealed that only some teachers are using the data to inform instruction. Data is most powerful when it is useful and utilized by all teachers to inform instructional practice, based on the needs of student learning and growth.

Tier:

4A:

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At PHS, all teachers are assigned to PLC teams that are organized by content area. These learning communities collaborate to articulate learning targets for students, use data to identify students' needs and to plan and differentiate instruction, and monitor students' learning and provide interventions, as needed, for students who are not mastering grade-level content. The PLC teams report on student progress and the implementation of instructional strategies as part of the district's monitoring of SIPs, Reform Plans, and the District Improvement Plan. The District has been working with external providers over the past 2-3 years to provide professional development and coaching services to support teachers in understanding the "PLC" and "ILC" processes and to support implementation with fidelity.

The PLC structure of collaborate team meetings also provides opportunities for teachers to participate in job-embedded professional learning activities. District and school leaders and instructional/content coaches are able to work with teachers during their PLC meeting times to deepen understanding of content standards and instructional and assessment strategies, facilitate the development of common assessments and the use of protocols for data analysis and professional dialogue about student work, conduct book studies on professional practice, provide professional resources, and address other areas of needs related to implementation of the Instructional Learning Cycle process. Staff will use PLC data as a vehicle to promote data conversations, drive decisions, structure planning, and facilitate collaboration. Interim Principal employed processes prior to starting this school year to monitor the implementation of the instructional learning cycles and instructional effectiveness. The system in place monitors that ILC process is happening consistently, effectively, and timely. Monitoring happens throughout the year through review of data collection binders, data team meeting observations and reviews, walkthroughs, individual conversations, building-wide data analysis, and district data collections. The Interim Principal has established protocols for supporting teachers in learning the ILC/PLC processes with department heads and lead teachers.

District-wide training on the ILC process began during the 2013-14 school year. Because PHS is a "Year 4" priority school participating in the State System of Support (PHS identified in the 2010-2011 cohort), the school has been implementing the ILC process over the past two years. Professional development was provided to staff on creating common assessments and using Data Team protocols to guide the ILC process. During the first two years of implementation, staff created common pre- and post- assessments that corresponded with the school's six-week grading periods. Common mid-term assessments were also created and administered to monitor student progress over the six-week marking periods. Staff met regularly in Data Teams (teachers who taught the same course) and PLCs (department-level meetings) to analyze results of these assessments and to plan instruction. OS coaches provided through the MI Excel State System of Support provided assistance to classroom teachers, teams of teachers, and the department heads, in implementing the six steps of the ILC process. The common assessments were administered consistently during the 2012-13 school year; however, the analysis of data was primarily limited to summary data (% proficient pre/post), which, in turn, limited teacher use of the data to plan instruction. A system for aggregating the data across the school and over time had not been fully developed.

To support rapid improvement, PHS is working with the District to establish a comprehensive professional development plan to sustain the changes that have already taken place at PHS and to build the capacity of teachers and school leaders to implement the newly adopted instructional and assessment reform initiatives that are incorporated in the District Improvement Plan and the School Improvement/Reform Plan. A summary of the professional plan for PHS is provided below.

Highlights selected from SIP activities from the SIP plan and activities specific to PHS are included below, timelines to the extent feasible are

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detailed in the SIP.

--Leadership District Input to plan

-Review of the SIP/DIP and alignment of and support of PD

--Curriculum

-March: Project-Based, Blended Learning Curriculum--Training for teachers participating in pilot

-Summer 2014: PBBL--All teachers in four core areas

--Assessment

-March: NWEA training

--Instruction

-October 2013: How to motivate African American Males: In School and in Life - Train the trainer with selected staff

-Nov. 2013: How to Motivate African American Males: in School and in Life - Full staff

-Nov. 2013: ILC, Training of Trainers

-Dec. 2013: Building level ILC training by District Trainers

-Feb. 2014: Blending Learning Overview

-March 2014: Blended Learning Phase 1: Pilot staff training

-August 2014: A Blended Learning Phase 2: All staff training

--Culture/Climate

-Jan. 2014: Culturally Responsive Teaching

-Year long (4 sessions): Understanding Poverty

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building

turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

5A. Governance Structure

At the District level, the Superintendent and/or the Assistant Superintendent of the School District of the City of Pontiac will oversee the implementation of the Pontiac High School Turnaround Plan. Others involved in supporting Pontiac High School include the Consent Agreement Consultant, Oakland ISD personnel, the SRO monitor, MiExcel partners and a variety of local school personnel. At the local school level, the District will convene the School Improvement Team (SIT) which also serves as the Instructional Leadership Team (ILT) as the governing body. The building SIT/ILT will be comprised of the building principal who will serve as overseer of the process, an elected teacher who will serve as chair/leader, one assistant principal, one teacher leader from each core subject area, one lead counselor, one ISD coach, and a parent. The broadened configuration of stakeholders will ensure that all constituent groups are represented in the governing process.

The expanded team will continue to implement a site- based collaborative environment where the turnaround principal serves as meeting chair/lead facilitator and oversees the implementation of the turnaround plan. The principal will participate in the staff hiring process and have the authority to make financial recommendations that impact achievement. The assistant principals will serve as co-overseers and support/assist the principal. Assistant principal #1 will be responsible for attendance & scheduling/culture and climate-PBIS. AP #1 will also work with the IST, SPED, SW, intervention teachers, behavior and suspensions. Assistant principal#2 will be responsible for instructional and curriculum improvement, counseling and advisory.

Teacher leaders/department heads will serve as school improvement committee chairs. Decisions will be by consensus. Each member will be responsible for ensuring that voice of their represented stakeholders are heard at meetings and that information from meetings is conveyed effectively to their constituents. All meeting minutes will be posted in the main office and available for review.

The primary purpose of the SIT/ILT is to monitor/evaluate/modify the implementation of the turnaround plan by supporting teachers with cutting edge classroom practices that change instructional outcomes. The turnaround process is different from previous plans in several ways. Pontiac High School has changed how instruction is delivered, extended the instructional time, and will allow students to begin school an hour later than in previous years. Pontiac High School is embarking on new strategies and activities designed to close the achievement gap. For example, all core subject teachers will be trained in a Project Based/Blended Learning curriculum utilizing the MAISA model curriculum that is aligned to core standards and the Michigan Virtual Curriculum that is the online support. Teachers will no longer use textbooks as the primary instructional tool. Students will work at their own pace as the teacher serves as instructor and facilitator. Students participate to a greater extent in their own learning. Students will begin school an hour later beginning in Fall, 2014 and have block scheduling that will allow time for extended learning opportunities.

The governance team (SIT/ILT) will utilize procedures instituted during the 2013-14 school year that measure their efforts and refine a process to monitor, evaluate, and provide feedback on a quarterly basis to the staff and community. Administrators will participate in daily walk-throughs and observe classroom instruction and student engagement. During weekly PLC meetings, the staff will analyze ILC and other local assessment data and plan instruction. Administrators and teacher leaders will guide constituent groups in the process. All core subject departments will develop ILCs that coincide with the grade marking periods and report quarterly to the district per the consent agreement. The Assistant Superintendent, data coordinator, and selected administrators will conduct monthly walkthroughs and provide reports to the principal. OISD and SRO personnel will be invited to participate in the walk-throughs. Teachers will be formally and informally evaluated

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according to union contractual agreements. Both leading and lagging indicators of improvement and growth will be tracked. The process of identifying, collecting, analyzing and utilizing data will be refined based on outcomes. Feedback conferences will be held with teachers as needed to discuss outcomes and changes in strategies. As a part of the feedback conferences, recommendations that inform plan refinement will be shared with building leaders and school staff. These reports will be provided to MDE, the Pontiac Board of Education and to the Superintendent on a quarterly basis as outlined in the consent agreement and by MDE.

5B. In order to meet the needs of low achieving students and to close the gap between high and low achieving students, the District will allow operational flexibility and authority to the Pontiac High School stakeholders to analyze current resources (Title funds, 31A) and allocate them to budget lines that directly support the turnaround plan. The school personnel will also be able to utilize other grant funds and monetary gifts for the purposes of school improvement to include climate/culture, as well as, supplemental and adaptive academic improvement and enhancement/enrichment. As Pontiac High School demonstrates greater responsibility for student performance; greater decision-making authority and flexibility will be afforded.

Operational flexibility is demonstrated in the restructuring of the school day. Pontiac High School school will begin school at 8:15 rather 7:15 as data indicates that high school students perform greater academic achievement later in the morning. Two school days will run block schedules to increase instructional time.

The school calender was created by teachers to allow time for professional learning communities, collaborative planning and professional development. There is a bi-monthly early dismissal that allows for these activities. Specific professional development in climate and culture or academic achievement was designed to occur on the early dismissal days.

Students at Pontiac High School participate in Advisory four days a week. During Advisory students receive tier one tutoring or can be referred to an academic lab for tier two tutoring support.

Organizational Chart Available

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

Pontiac High School will have a climate and culture that supports all students academically and socially.

Measurable Objective 1:

collaborate to increase student learning time by 06/15/2016 as measured by PBIS data collection system: attendance, dropout, and suspension rates.

Strategy1:

Family and Community Partnerships - Pontiac High School will increase student achievement through family and community partnerships. PHS will provide multiple venues to encourage active participation for family and community engagement (req.9). The school will sponsor activities to help parents understand state standards and assessments which will provide a direct correlation between school and home. These activities will be used as extensions in the implementation and delivery of instruction with children as well as monitor academic progress. This strategy supports the mission of the school to create life-long learners and productive citizens, who can contribute and sustain a viable community. High quality professional development using Epstein's "Six Pillars of Parental Involvement" will be conducted to support the implementation of the plan (req.4). Usage of this research-based model helps identify and address the needs to strengthen family and community partnerships (req. 9). This further engages both family and community outreach to support the goals of the educational stakeholders at Pontiac High School.

Research Cited: Dr. Joyce Epstein's Parent Involvement Model

Simon, B.S. (2001). "Family Involvement in High School: Predictors and Effects". NASP Bulletin, 85, (627), 8-19.

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

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Activity - Parent Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Pontiac High School will create a friendly, inviting, and non-threatening environment to parents. This will be achieved by providing opportunities to learn about Title I and other school services.</p> <p>School personnel will receive professional development in Fall of 2013 to improve effective communication between home and school, educate staff on the value of parent contributions and how to reach out to parents as equal partners.</p> <p>Documents will use parent-friendly language, free of educational jargon, to be easily understood by everyone, thus allowing parents to be active participants and contributors in their student's educational learning process. Ongoing conferencing will be available to parents, accessible to parents of children with disabilities and language barriers. Conferencing will be offered at multiple times throughout the year, both on and off site and via web conferencing. Communications for all events shall appear in English and be translated into Spanish, Chinese, and Hmong. The building will utilize students, volunteer parents, and ancillary staff to function as translators at school functions, parent trainings, and both individual or group meetings. The school will establish a Parent Center/Room within the building and collaborate with the local educational agency and Oakland Intermediate Schools to provide resources and materials to help parents work with their children. PHS will hold quarterly parent information meetings to provide parents with useful information in areas that include but are not limited to: Parent Connect, Health, and Safety issues, Title I services and requirements. Surveys will be conducted to gain parent feedback and information to assess parental needs. Surveys will provide data as a needs assessment to direct the implementation of services. The School Improvement Facilitator and Content Coaches will provide support to assist in program definition and implementation. Staff will receive training to coordinate and implement programs for parents, such as Family Nights with make-and-take activities, advocacy strategies, homework help dialogues.</p>	<p>Parent Involvement</p>			<p>09/01/2012</p>	<p>06/30/2016</p>	<p>\$500 - Other</p>	<p>Building Principal and the Parent Liaison</p>

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Activity - Parental Institues	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Pontiac High School will hold monthly academic workshops to assist parents' understanding of the school's curriculum, the state standards and assessments, the forms of assessment used in the building, building-wide reading and math initiatives, and ways to work with and monitor their students' progress.</p> <p>Content teachers in conjunction with the district curriculum director will host academic workshops to train parents on building-wide reading and math initiatives. Scheduled PTA meetings will provide training on the use of MISStar/Zangle attendance and grading systems, advocacy strategies, and homework help dialogues, conferencing opportunities, AVID/Cornell Notes, Thinking Maps, and New Technology High Schools, and other enrichment activities.</p> <p>Surveys will be conducted to gather data to inform staff and differentiate programs based on parental needs and concerns. School Improvement Facilitator and Content Coaches will provide support to assist in program definition and implementation.</p>	Parent Involvement			09/01/2012	06/30/2016	\$400 - Title I Schoolwide	Title I School Wide Advisory Council, SW Family and Community Partnership Action Teams, educational staff, administration

Strategy2:

PLC: Increased Learning Time - Changes will be made to the calendar to include additional school days and extending the daily schedule to include an additional instructional hour for intervention or enrichment, and tutors (content area, instructional support).

Research Cited: Johnson, S.P., & Spradlin, T.E. (2007). Alternatives to the traditional school-year calendar. Education Policy Brief, 5(3), 1–11. Retrieved from CEEP's website.

This policy brief examines the research on two strategies that reorganize the school year or increase the allocation of academic learning time in schools: year-round and extended school-year calendars. It also addresses the emergence of alternative policies on the use of instructional time.

Kaplan, C., & Chan, R. (with Seidel, S., & Zorich, T). (2011). Time well spent: Eight powerful practices of successful, expanded-time schools. Retrieved from National Center on Time and Learning website.

This report outlines specific practices that can lead to increases in student achievement and preparation for success in college and the workforce. The study provides an in-depth examination of 30 expanded-time schools that serve high-poverty populations.

Silva, E. (2012). Off the clock: What more time can (and can't) do for school turnarounds. Retrieved from Education Sector website.

This report looks at the research on the impact of extended learning time on student learning and how it is being used as a core strategy in school turnaround efforts funded by federal School Improvement Grants. The study looks at a wide variety of strategies, including everything from adding minutes to the school day to providing after-school programs to shortening recess and lunch. The report suggests that policymakers and school leaders must recognize that successful schools use time not just to extend hours and days but to creatively improve how and by whom instruction is delivered. [For a graphic on learning time see ERS Report Snapshot: What More Time Can (and Can't Do for School Turnarounds)

Silva, E. (2007). On the clock: Rethinking the way schools use time. Retrieved from Education Sector website.

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This report examines the political and educational dimensions of time reform. It presents the findings of a wide range of research studies on how schools use time, discusses the impacts of various time reforms, and makes recommendations for policymakers about the best way to leverage time in and out of school to improve student achievement.

Activity - Establish School wide Common Language and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing PD to develop and implement a proactive approach based on a 3-tiered model of prevention and intervention; to create a common language among staff, students and parents using a school wide behavior expectation matrix; create staff lesson plans to teach appropriate behaviors and social skills; create and implement classroom management strategies to reduce discipline referrals and increase time for instruction; and use of data to guide the design and implementation of behavior supports.	Professional Learning			09/01/2012	06/30/2016	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Activity - Additional school days & extended school schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pontiac High School will extend the school day by one hour beginning January 22, 2013. The extra hour will be used for academic intervention in the areas of Math and English Language Arts, and enrichment for students in the core academic areas. This will be accomplished by implementing a flex schedule for teachers at Pontiac High School. Those teachers who are teaching intervention classes will be paid a stipend through Title I dollars. These teachers will work an 8.25hr. day. Those teachers who are not teaching intervention classes will work a 7.25hr. day. All students will attend an extra hour each day. Those teachers working the flex schedule will begin the work day an hour later than those teachers working the extended day. All teachers will end their work day at 3:15.	Other			09/01/2012	06/30/2016	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

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Activity - Co-Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Co-Teaching Model addresses the needs of special education students in regular core content classrooms. Co-Teachers provide additional support in an inclusion classroom to students with IEP's as well as to students performing below grade level. It will be initiated with extensive professional development to support and plan for successful implementation.	Academic Support Program			06/01/2012	06/30/2016	\$0 - General Fund	Administration and Special Education Department Head.

Activity - Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will use the ILC process to teach content area power standards. All teachers will use ILC process. The school staff will review and communicate student performance data as a major component of team/department dialogues to ensure implementation of goals and objectives with fidelity by individual teachers. Sufficient structured time will be allocated to teacher teams to analyze and use state and local data to implement quality and effective instruction. Teachers will use data to monitor, access, and re-teach power standards. Teachers will collaborate with teachers and provide useful feedback. The content coaches and School Improvement Facilitator will help to facilitate teacher reflection on their work. Professional development will support the data process, use of protocols, and the use of effective feedback as the most important contributor to change.	Direct Instruction			09/01/2013	06/15/2016	\$3000 - Other	Assistant Principals, (English, Math, Science, Social Studies) Teachers, ILT team

Activity - After School Tutor Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic Intervention for students identified as at risk of failing card marking periods and/or semester; and to remediate Math, Writing, Reading skills as identified by the ACT Explore and/or the ACT PLAN.	Academic Support Program			09/01/2013	06/15/2016	\$20000 - Title I Schoolwide	Assistant Principal, Math, Science, English Language Arts, Social Studies teachers, Special Education teachers

Activity - ESL Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ESL tutors provide support to ESL students in the general education classroom across all content areas. They will also provide individual support in the ESL resource room.	Tutoring			09/01/2012	06/30/2016	\$0 - Title III	Administration, academic counselors, and Supervisor of Bilingual Education

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Activity - Interventions Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided PD to identify content selection for intervention and selection of intervention strategies.	Professional Learning			09/01/2012	06/30/2016	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Activity - Academic Tutors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will provide individualized academic support in content areas (Math, English, Science, and Social Studies). They will provide assistance to struggling students to assist with understanding of concepts/skills.	Academic Support Program			09/01/2012	06/30/2016	\$0 - Other	Administration, content teachers (Math, English, Science, and Social Studies)

Activity - Implement: Extended schedule & additional school days & extended school schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will create a new calendar and share with parents. Central office and building administration will reorganize the school day schedule to accommodate the extended day. Teachers will identify the areas of need.	Implementation			09/01/2012	06/30/2016	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Activity - Monitoring Implementation of Increase Building Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of Increase Building Instructional Time will be monitored by looking at lesson plans, create curriculum descriptions for the extended school year based on students' needs and aligned with the district curriculum and teacher data team discussions around student work samples and student growth.	Monitor			09/01/2012	06/30/2016	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Strategy3:

Professional Learning Communities - Staff will be provided high quality professional development to support the implementation of the plan (req. 4) through monthly staff meetings, department meetings, and ongoing professional learning with articles and bookstudies. Staff will use the data collected through the ILC process, common assessments, and other state and local assessments to identify and implement research-based instructional programs that are aligned to the identified student needs and state standards.(req.6). Teachers will use the PLC format to collaborate, analyze data, and use this information to inform and differentiate instruction. (reqs.7,8)

Pontiac High School will incorporate professional learning communities, content based instructional coaches, and a school improvement

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facilitator, and extended in-service professional development learning opportunities for staff members to increase the staff's capacity for high quality instructional strategies that drive improved student achievement.

Research Cited: Robert Dufour

Activity - Create A Culture of Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will provide time for the staff and administration to collaborate around all instructional decisions. PHS will create subject level teams that meet twice per week and on designated days to collaborate around student data and instructional decisions.	Implementation			09/04/2012	06/15/2016	\$30000 - Title I Schoolwide	Administration and all staff.

Activity - Monitoring PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PHS staff will create data binders that include minutes and data related to Data Team meetings. Administrators will collect these binders monthly. All staff will follow the instructional learning cycle. Administrators will periodically attend Data Team meetings. Department heads will provide the administration with monthly reports on the teams progress and activities.	Monitor			01/09/2012	06/15/2016	\$15000 - Title I Schoolwide	Building Administration, ILT & Dept. Heads

Activity - Establish a Focus on Results	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will set SMART Goals for each marking period. These goals will be communicated to all stakeholders. Student's performance in relation to the goals will be posted throughout the building, on the school website and in other school communication outlets.	Communication			09/04/2012	06/15/2016	\$0 - No Funding Required	All Staff.

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Activity - Ensure That All Students Learn	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PHS staff will vertically align the curriculum for each core subject. The staff will align the curriculum with the common core state standards. The PHS core content teachers will review identified power standards to ensures students obtain mastery of essential skills. PHS staff will have an ongoing development process for the creation and review of common formative and summative standards-base assessments for each subject. These assessments will be itemized to identify the standards covered and the Depth of Knowledge measured. The PHS staff will create a system of academic intervention that ensures student's individual needs are being met. The PHS staff will use research-based strategies to deliver instruction. Strategies will be aligned to meet the learning outcomes.	Getting Ready			09/10/2012	06/15/2016	\$5000 - Title I Schoolwide	The entire staff and building administration.

Activity - Implementing PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will set a calendar that includes planning time for teams and staff. The building will set a calendar for administering common formative and summative assessments. Teams will meet to analyze student data, plan instructional lessons, identify instructional strategies and review student work.	Implementation			01/09/2012	06/15/2016	\$5000 - Title I Schoolwide	All Staff.

Activity - Professional Learning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Description The PHS staff will receive professional development in the area of identifying and unwrapping power standards, data analysis, creating common formative and summative assessments, RTI, and Data Team Protocols. Professional development on effective teaming practices will be designed and delivered based upon the assessed needs of the individual teams identified through the use of survey instruments completed at the beginning of each semester.	Getting Ready			09/04/2012	06/15/2016	\$75000 - Title I Schoolwide	ILT and building administration will administer some professional development sessions along with identifying outside agencies. Resources

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Activity - Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate yearly in completing the SEC. Teachers will use the data from the SEC to identify and implement research-based instructional programs, inform and differentiate instruction.	Getting Ready			01/06/2014	06/15/2016	\$500 - MI-Excel	All Staff

Strategy4:

PBIS (Positive Behavior Incentive Support) - Staff will implement an effective behavior support system that is a proactive, positive, skill building approach for the teaching and learning of successful student behaviors.

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

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

Horner, R.H., Todd, A., Lewis-Palmer, T., Irwin, L., Sugai, G. & Boland, J. (2004). The school-wide evaluation tool (SET). A research instrument for assessing school wide positive behavior support. *Journal of Positive Behavior Intervention* 6 (1) 3-12.

Cheney, D., Flower, A., Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk for antisocial behavior. *Behavioral Disorders*, 29, 396-409.

Activity - Attendance Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will identify students with excessive absences and conference with Parents, Students and teachers to identify barriers for attendance. Also, interventions such as Saturday School.	Other			09/01/2013	06/15/2016	\$3000 - Title I Part A \$500 - Other	All staff and support staff, administration

Activity - Early Warning System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue early warning system with indicators of attendance, grades and disciplinary actions. To develop, implement, and institute intervention strategies for at-risk students. Develop cross curricular Data Teams to review students' progress; identify indicators (attendance, failing grades, and discipline referrals); and develop and implement interventions to support students.	Academic Support Program			09/01/2013	06/15/2016	\$100 - Title I Part A	Assistant Principals, Building Staff

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Activity - Establish a working school based PBIS team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continue a Universal PBIS team comprised of administrators, teachers, students, parents, support staff, police authority officers, cafeteria staff. PBIS activities will be embedded in to existing school based activities. The team will establish a system for using behavioral data to plan, evaluate, and improve the PBIS implementation process; create and implement student incentives; and develop parent/Community involvement strategies to encourage parent support of PBIS.	Behavioral Support Program			09/01/2013	06/30/2016	\$0 - General Fund	Building Principal, Assistant Principals, School Psychologist, PBIS Team

Activity - Superintendent's Drop-out challenge	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will identify the lowest quartile of students that are at high risk of dropping out of school. The school will participate in the Superintendent's drop out Challenge by collecting data on at-risk students who have low attendance rates, high insubordination rates, high incident reports, and low academic progress rates. Staff will use data from these areas to inform and differentiate student instruction. (req.7)	Behavioral Support Program			09/01/2013	06/15/2016	\$0 - Other	Administration, Principals, Assistant Principals, Counselors, Building Staff

Goal 2:

All instructional staff will facilitate students in making connections between symbolic (equations), tabular (tables of values), graphical (graphs), geometric (figures), verbal (text) representations of content to increase student comp and achievement.

Measurable Objective 1:

A 37% increase of All Students will demonstrate a proficiency solving critical thinking problems through multiple step processes in Mathematics by 06/15/2016 as measured by state assessments and local assessments (including special education population and other at risk learners).

Strategy1:

Vocabulary Development - Instructional Staff will utilize research based strategies domain specific to teach vocabulary to make connection in mathematics and real world application.

Research Cited: The results of Quality Assurance Review of Pontiac High School by North Association AdvancED in April 2011 indicate that there are a variety of assessment data tools in the school; however, interviews and artifacts revealed that only some teachers are using the data to inform instruction. Data is most powerful when it is useful and utilized by all teachers to inform instructional practice, based on the needs of student learning and growth.

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Activity - Content Coaching for vocabulary development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans, assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			09/01/2012	06/30/2016	\$0 - MI-Excel	Principals, Department Chairs, and Content Coaches

Activity - Implementation of vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All math staff will teach use of vocabulary building activity	Implementation			09/01/2012	06/30/2016	\$0 - No Funding Required	All teachers in the math department.

Activity - Monitoring Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include vocabulary development activities within their weekly lesson plans. Vocabulary activities will be done weekly, selectively produced as student artifacts monthly to the ILT.	Monitor			09/01/2012	06/30/2016	\$0 - No Funding Required	Building Administration, department chairs, ILT members

Activity - Evaluation of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will review an identified sampling of student artifacts to develop data noting regular vocabulary (academic/content) instruction. In addition, the collected data will be used to determine the effectiveness of the strategy use whether additional professional development is needed to enhance instruction. (Requirement 6)	Evaluation			09/01/2012	06/30/2016	\$0 - No Funding Required	Building Administration, Department chairs, ILT members

Activity - Professional Learning for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive training on how to plan, develop and teach content specific vocabulary. All staff will plan and develop grade level content specific lessons targeting vocabulary building reinforcement.	Professional Learning			09/01/2012	06/30/2016	\$0 - No Funding Required	The ILT will be responsible for presenting research based strategies to the staff around effective methods of developing and teaching vocabulary.

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Strategy2:

Charts and Graphs - All instructional staff will teach and monitor the use of charts and graphs to increase student learning and demonstrate comprehension and achievement in mathematics.

Research Cited: The results of Quality Assurance Review of Pontiac High School by North Central Association AdvancED in April 2011 indicate that there are a variety of assessment data tools in the school; however, interviews and artifacts revealed that only some teachers are using the data to inform instruction. Data is most powerful when it is useful and utilized by all teachers to inform instructional practice, based on the learning and growth.

Activity - Implementation of Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math teachers will teach a charts and graphs lesson weekly. Students will be provided with exposure to this strategy through a mode of activities.	Implementation			09/01/2012	06/30/2016	\$0 - No Funding Required	Principals, department head, teachers.

Activity - Evaluating Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will use the data collected to further review strategy activities and identify possible needs for additional training as part of the ILC. (Requirement 8)	Evaluation			09/01/2012	06/30/2016	\$0 - No Funding Required	Principals, department heads, ILT members

Activity - Professional Learning for Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around charts and graphs.	Professional Learning			09/01/2012	06/30/2016	\$0 - No Funding Required	Principals, Department Head, ILT Members

Activity - Content Coaching for Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans, assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			06/01/2012	06/30/2013	\$0 - MI-Excel	Principals, department head, content coaches.

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Activity - Actively monitoring Effective Usage of Charts and Graphs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will monitor the usage of Charts and Graphs	Monitor			09/01/2012	06/30/2016	\$0 - No Funding Required	All staff will be responsible for monitoring effective usage of charts and graphs. School leadership will be responsible for creating a timeline.

Strategy3:

Cornell Notes - All teachers will provide explicit instruction on Cornell note taking in all content areas. Cornell notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at risk learners will receive additional support in Transition to Algebra and Transition to Geometry class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies.

Research Cited: Reading Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf *** Marzano, R. and Pickering, D. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development. Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary). ***How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company Cornell Note Taking, developed by Walter Pauk at Cornell University in the 1950's, helps students determine importance and self-question as they read and organize information in a useful format allowing them to summarize the main ideas of the text.

Activity - Implementation of Cornell Notes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement the Cornell Note Taking process when requiring students to take notes in class.	Implementation			01/07/2013	06/30/2016	\$0 - No Funding Required	All staff will be responsible for implementing this activity.

Activity - Professional Learning for Cornell Notes	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			09/01/2012	06/30/2016	\$0 - Title II Part A	Principals, Department Chairs, ILT members

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Activity - Evaluation of Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will use the data collected to further review strategy activities to identify possible needs for additional training as part of the ILC cycle. (Requirement 8)	Evaluation			06/12/2013	06/30/2016	\$0 - No Funding Required	The members of the Instructional Leadership Team and the building administration.

Activity - Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will collect samples of Cornell Notes from each department monthly. The Administration will review lesson plans and perform ongoing walk throughs to monitor and support the use of Cornell Notes.	Monitor			09/03/2013	06/30/2016	\$0 - No Funding Required	All members of the Instructional Leadership Team and the building administration.

Activity - Content Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Goal 3:

Literacy: All students at Pontiac High School will be proficient in writing skills.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing skills in English Language Arts by 06/15/2016 as measured by state and local assessments. Students not meeting proficiency including the special education population and other at-risk learners will receive additional support..

Strategy1:

Summarizing - All teachers will provide explicit instruction on summarization to help students organize their thinking and subsequent writing to demonstrate learning.

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004-2008-Marzano Research Laboratory***

In the research by Robert Marzano (2000), the strategy of summarizing to fill in and translate information into a brief, synthesized form has been shown to have an effect size of 1.0 or 34 percentile points on student learning which puts it in the top nine most effective teaching strategies.

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Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.www.all4ed.org/?les/WritingNext.pdf

The meta-analysis of the Carnegie Study, Writing Next places the strategy of Summarization (with explicit and systematic instruction) second in importance in its Eleven Elements of Effective Adolescent Writing Instruction.

Activity - Professional Development for Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training will be provided to improve teacher understanding around explicit instruction for summarizing as evidence of learning. Teachers will develop/select appropriate common rubric to use in summarization activities. Teachers will be trained using the professional text, Summarization in any Subject by Rick Wormeli using Title II money at \$30 per book for 100 books.	Professional Learning			08/26/2013	06/15/2016	\$3000 - Title II Part A	Principal, Department Chairs, members of the ILT

Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will participate in extended learning opportunities participating in field trips to Meadowbrook Theatre: Luce and Charles Dickens: Christmas Carol. Entrance Fees and transportation cost will be covered	Monitor		Monitor	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

Activity - Implementation of Summarizing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate the direct and explicit instruction of the summarizing strategy in all content areas. All teachers will embed the summarizing strategy in lesson plans, collecting and assessing student summaries using the teacher developed rubric. Teachers will provide opportunities for students to write summaries in all content areas on a weekly basis as is appropriate planned lessons. These activities could be used in conjunction with the four essential questions from Close and Critical Reading, as a conclusion to Cornell Note Taking activities, or as a formative assessment to demonstrate understanding of a lesson. Teachers will collaborate in content area grade level teams to develop appropriate lessons with enrichment and differentiated components. (Requirement 8)	Direct Instruction			08/26/2013	06/15/2016	\$0 - No Funding Required	Classroom teachers, including co-teachers, self-contained Special Education classroom teachers, Tutors for ELL

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Activity - Content area coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional deliver around teacher/coach selected targets.	Professional Learning			08/26/2013	06/15/2016	\$0 - MI-Excel	Principal, Department Chairs, Content area coaches

Activity - Evaluation of Summarizing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness collected from the ILC cycle. (Requirement 8)	Evaluation			09/16/2013	06/15/2016	\$0 - No Funding Required	Principal, Department Chairs, and members of the ILT

Activity - Monitoring for Summarization Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and Department Chairs will monitor lesson plans and student sample work for summarization strategy inclusion.	Monitor			08/26/2013	06/15/2016	\$0 - No Funding Required	Principal and Department Chairs

Strategy2:

ESL Teacher - The ESL Teacher will provide academic and instructional support in all core content areas to secondary English Language Learners. Additionally, the ESL Teacher will facilitate the instruction provided by the bilingual tutors, assess the need and assign the appropriate supports for the English Language Learners.

Research Cited: Short, D.J., & Boyson, B.A. (2012) Helping newcomer students succeed in secondary schools and beyond. Washington, D.C.: Center for Applied Linguistics.

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bilingual Tutors will provide academic support in all core content areas to secondary English Language Learners.	Academic Support Program		Monitor	10/01/2013	06/30/2016	\$0 - Section 31a	Bilingual Tutor

Strategy3:

Cornell Note Taking - All teachers will provide explicit instruction on Cornell Note Taking in all content areas. Cornell Notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at-risk learners will receive additional support in Language! intervention class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies and ELL tutors.

Research Cited: How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company****Purpose of Cornell Note Taking:

The Cornell or the Two Column Note Taking strategy (Pauk 2001) helps students determine importance and to self-question as they read, comprehension strategies that effective readers

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use to make sense of text. The strategy provides students with a system for organising information in a useful format. Students identify the main ideas and important information of a topic, a prerequisite to developing insight, by writing the main points in one column and supporting or essential details in a second column. Underneath these columns students then write a one or two sentence summary to encapsulate the main ideas. These notes then act as a study guide for students.

Robert Marzano's Meta Analysis of Instructional Strategies• Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print. 2004-2008-Marzano Research Laboratory***

Abstract:• Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

Activity - Evaluation of Cornell Note Taking Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will use the data collected to further review strategy activities to identify possible needs for additional training as part of the ILC cycle. (Requirement 8)	Evaluation			02/01/2013	06/15/2016	\$0 - No Funding Required	Principal, Department Chairs, members of the ILT

Activity - Professional Development for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking Strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion of Cornell Note Taking. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			08/15/2012	06/30/2014	\$0 - No Funding Required	Principal, Department Heads, Instructional Leadership Team (ILT) members

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Activity - Implementation of Cornell Note Taking Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate Cornell Note Taking Strategy in all content areas on a bi-weekly basis. All teachers will provide explicit instruction with models and explanation, guided practice, and independent practice opportunities for students as they learn to use the Cornell Note Taking Strategy. All teachers will embed the Cornell Note Taking Strategy in appropriate lesson plans and collect student work bi-weekly. The special education population and other at-risk learners will receive additional support. Teachers will use the ILT created rubric for scoring the summarization portion of Cornell Note Taking. Teachers will collaborate in the planning of activities and data collection during PLC time. (Requirement 8) Students will use journals to record Cornell Notes. Student notebooks/journals will be purchased for Cornell Note Taking in each content area using Title I funds. (\$12 x 1500)	Direct Instruction			02/01/2013	06/15/2016	\$5000 - Title I Schoolwide	Classroom teachers, which includes Co-Teachers, Self-Contained Special Education Classroom Teachers, Tutors: ELL

Activity - Content Area Coaching/Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Activity - Monitoring for Cornell Note taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and department chair will monitor lesson plans for strategy inclusion. Scheduled collection of student artifacts to support the instructional delivery and student usage of Cornell Note Taking will be requested by the Principal and Department Chairs and analyzed for continuous improvement by the ILT. Data will be used to determine ongoing needs and activities to support the strategy. (Requirement 6)	Monitor			02/01/2013	06/15/2016	\$0 - No Funding Required	Principal, Department Chairs, and members of the ILT

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Activity - Content area coaching/Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Strategy4:

Research based instructional strategies for improving writing skills: Writing Process within informational writing modes. - All content area teachers will provide explicit, direct instruction in the steps of the writing process and provide ongoing opportunities for students to engage in the process of creating finished writing products focusing on the modes of informational writing (informational/explanatory, argumentative and constructed response through a viable curriculum. In addition, ELA teachers in grades 10, 11, and 12 will pilot the implementation of the Common Core Informational Writing Unit.

Research Cited: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf on ****Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. © 2010 by Carnegie Corporation.

Abstract: In the Carnegie Study, Writing Next, lists Process Writing ninth in its Eleven Elements of Effective Adolescent Writing Instruction. Process Writing is a number of writing instructional activities that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Specialist will work with students during the day to increase student achievement	Getting Ready			08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Interventions Specialist

Activity - Monitoring for the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the writing process and modes of informational writing. The ILT will survey instructional staff for level of understanding around the strategy and indications of additional training needs. Activities will be reviewed and additional activities may be added for enrichment and differentiation according to the ILC process. (Requirement 7)	Monitor			09/15/2014	06/30/2016	\$0 - No Funding Required	Principal, Department Chairs, ILT members

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Activity - Implementation for the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All teachers will incorporate the writing process strategy in all content areas. All teachers will integrate the writing process in lesson plans on a monthly basis with a focus on writing informational pieces (informative/explanatory, persuasive/argumentative) that will assist in the goal of college and career readiness for all students and begin to evaluate student writing pieces using the Smarter Balanced Writing Rubrics. Teachers will meet in PLC collaboration to develop content and grade level Writing Process activities that will address needs of differentiation and enrichment. Content area coaches will provide support for the ILC in this endeavor. (Requirements 4 and 8)</p> <p>ELA teachers in grades 10, 11, and 12 will pilot the Common Core Unit on Informational Writing.</p> <p>ELA teachers in grades 10, 11, and 12 will incorporate instructional opportunities within this activity to examine and improve grammar in the context of student writing.</p>	Implementation			03/01/2014	08/31/2014	\$0 - No Funding Required	All classroom teachers including special education inclusion teachers, self-contained special education teachers, and ELL tutors.

Activity - Professional Development for the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All instructional staff will receive training around the steps of the writing process and the appropriate implementation of writing within specific content areas. ELA teachers will work with Content Coaches to plan and develop PD for other content areas in the writing process strategy to support implementation of the plan. (Requirement 4)</p>	Professional Learning			08/25/2014	06/30/2016	\$0 - Title II Part A	Principal, Department Chairs, ILT members, Content Coaches

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Activity - Content Area Coaching for the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. Teachers will use collaboration time in working with content coaches to examine student samples collected from the ILC cycles. Differentiated activities will be developed as enrichment and intervention. (Requirement 8)	Professional Learning			09/23/2013	06/30/2016	\$0 - MI-Excel	Principal, Department Chairs, Content area coaches

Activity - Professional Development for Informational Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive training around the appropriate implementation of writing in the modes of informational/explanatory and argumentative writing as well as constructed response.	Professional Learning			01/15/2015	06/15/2016	\$0 - Title II Part A	Principal, ELA Department Chair, External consultants

Activity - Professional Development for Smarter Balanced Rubrics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive Professional Development around the content and usage of the Smarter Balanced Writing Rubrics to create a building awareness and understanding of this evaluation tool.	Professional Learning			09/15/2014	06/30/2015	\$0 - Title II Part A	Principal, ELA Department Chair, External Consultants

Activity - Evaluation of the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will look at data from student work samples to determine student and teacher needs and identify differentiated activities to support student learning. (Requirement 6)	Evaluation			09/15/2014	06/30/2016	\$0 - No Funding Required	Principal, Department Chairs, members of the ILT

Activity - Supplemental Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS content teachers will conduct 30 - 60 minutes of daily supplemental instruction.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff

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Goal 4:

Literacy: All students at Pontiac High School will be proficient in reading.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/15/2016 as measured by state and local assessments. Students not meeting proficiency including special education population and other at-risk learners will receive additional support..

Strategy1:

Cornell Note Taking - All teachers will provide explicit instruction on Cornell note taking in all content areas. Cornell notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at risk learners will receive additional support in Language intervention class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies.

Research Cited: Reading Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.[www.all4ed.org/? les/WritingNext.pdf](http://www.all4ed.org/?les/WritingNext.pdf) ***

Marzano, R. and Pickering, D. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement.

Alexandria, VA: Association for Supervision and Curriculum Development.

Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

***How to Study in College 7/e by Walter Pauk, 2001 Houghton MifflinCompany

Cornell Note Taking, developed by Walter Pauk at Cornell University in the 1950's, helps students determine importance and self-question as they read and organize information in a useful format allowing them to summarize the main ideas of the text.

Activity - Evaluating of Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will use the data collected to further review strategy activities and identify possible needs for additional training as part of the ILC. (Requirement 8)	Evaluation			02/01/2013	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

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Activity - Professional Learning for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			08/15/2012	06/06/2013	\$0 - Title II Part A	Principals, Department Chairs, ILT members

Activity - Content Coaching for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches

Activity - Implementation of Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate the Cornell Note Taking strategy in all content areas on a bi-weekly basis. All teachers will provide explicit instruction with models and explanation, guided practice, and independent practice opportunities for students as they learn to use the Cornell note taking strategy. All teachers will embed the Cornell Note Taking strategy in appropriate lesson plans and collect student work bi-weekly. Teachers will use the ILT created rubric for scoring the summarization portion of Cornell Note Taking. Teachers will collaborate in the planning of activities and data collection during PLC time. (Requirement 8)	Implementation			02/01/2013	06/15/2016	\$0 - Title I Schoolwide	Classroom teachers which includes co-teachers, self-contained special education and ELL tutors.

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Activity - Monitoring of Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and department chair will monitor lesson plans for strategy inclusion. Scheduled collection of artifacts to support the instructional delivery and student usage of Cornell Note Taking will be requested by the Principal and Department Heads and analyzed for continuous improvement by the ILT. Data will be used to determine ongoing needs and activities to support the strategy. (Requirement 6)	Monitor			02/01/2013	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Strategy2:

Close and Critical Reading - Teachers will implement close and critical reading strategies to help students improve reading comprehension: active reading/text coding, four (4) essential questions, annotating the text and analyzing text structure, through the use of a viable curriculum
 Research Cited: Fisher, Douglas, William G. Brozo, Nancy Frey,, Gay Ivey. 50 Instructional Routines to Develop Content Literacy. 2 Ed. Pearson. 2010. 168 pp.

Fifty research/evidence-based instructional routines useable across content areas: when and why a particular approach should be used, practical examples, specified literary focuses for each strategy (before, during, after reading), recommended actions that will foster comprehension (think alouds, Question-Answer Relationships, word walls, specific examples for each content area.***Pearson, P. David, LR. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say about Reading Instruction, 2nd Edition. Newark, DE: International Reading Association. Pp. 1-26. Appendix-Additional Research.

Examines the development of expertise in reading comprehension processes and work on effective approaches to instruction—to build an instructional model for teaching reading comprehension strategies. It views “teacher as text” as discussion is encouraged as a means to promote student understanding of complex concepts along with opportunities for motivation. This process requires flexibility, adaptability and problem-solving skills to use as understandings that students bring to and take from the instructional experience are encouraged and applied to new information as it evolves into new knowledge. ***

Fisher, Douglas, Nancy Frey. Improving Adolescent Literacy: Content Area Strategies at Work, 3rd Ed. Pearson. 2011. 216 pp.

Helps students work toward mastery of literacy and comprehension of content area texts by providing specific strategies that focus on English language learners and struggling readers, technologies to enhance teaching, research base of current sources of support and readings for each strategy, show how various formal and informal assessments can gauge progress.***Biancarosa, G. & Snow, C.E. (2004). “The Fifteen Key Elements of Effective Adolescent Literacy Programs”, Reading Next: a vision for action and research in middle and high school literacy. Pp12-22. A report to the Carnegie Corporation of New York, Washington DC: Alliance for Excellent Education.

This document reflect the findings of a panel of five nationally known and respected educational researchers who met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education.

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Activity - Content Coaches to Support Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			09/24/2012	06/15/2016	\$0 - MI-Excel	Principal, department chairs, content coaches

Activity - Professional Learning for Annotating the Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training in what annotating text means, methods of using the strategy, how to use explicit instruction to implement the close and critical reading protocol for annotating text (marking, highlighting, etc) aligned to the CCSS to increase student comprehension of complex text.	Professional Learning			09/15/2015	06/15/2016	\$0 - Title II Part A	Principals, department chairs

Activity - Implementation of Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will use explicit instruction to explain and provide guided practice leading to independent usage of the strategy to improve reading comprehension achievement. Formative assessments (classroom and pre-, mid-, and post) will be used, data collected, and decisions made on need for additional instruction using differentiation according to the needs of their students.. (Requirement 7)	Direct Instruction			09/24/2012	06/15/2016	\$0 - No Funding Required	All teachers including special education inclusion teachers, self contained special education teachers, ELL tutors.

Activity - Professional Learning for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for the use of strategy to implement the CCSS and MDE Standards. Content Coaches support teachers in preparing lesson ideas and materials for the classroom implementation. All teachers will be provided with materials on the (4) Essential Questions from Michigan Mission Possible Literacy website that provides specific instructional information drawn from various researched sources and will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			01/28/2013	06/15/2016	\$0 - Title II Part A	Principal, ILT members, department chairs. ELA department will take the lead with other content area teachers.

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Activity - Monitoring of Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principals and department chairs will monitor lesson plans for strategy inclusion	Monitor			09/15/2015	06/15/2016	\$0 - No Funding Required	The principals, department chairs and ILT members will analyze student work samples to develop data around teacher participation and strategy effectiveness. samples to develop data around teacher participation and strategy effectiveness.

Activity - Monitoring of Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit weekly lesson plans that demonstrate use of the four essential questions in conjunction with the ongoing active reading strategy implementation. Submissions will be monitored for inclusion of this strategy by the administrators and department chairs to develop data around the use of this strategy. (Requirement 8)	Monitor			09/23/2013	06/15/2016	\$0 - No Funding Required	Principal, department chairs, ILT members

Activity - Evaluating Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will analyze selected student artifacts to determine the effectiveness of the strategy implementation and the frequency of use by teachers to determine additional support necessary. ELA teachers will be assigned to the various content areas to provide support for others teachers.	Evaluation			09/23/2013	06/16/2016	\$0 - No Funding Required	Principals, department chairs, ILT members

Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Specialist will work with students during the day to increase student achievement	Getting Ready			08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Intervention Specialist

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Activity - Content Coach Support for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content Coaches will provide support with inclusion of four essential questions during PLC with common lesson planning, assessment development/ data collection and analysis, as well as instructional delivery through individual coaching support for curriculum use around teacher/coach selected targets. (Requirement 8)	Professional Learning			01/23/2012	06/16/2016	\$0 - MI-Excel	Principal, department chairs

Activity - Implementation for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide opportunities for students in all content areas to read text and respond to the four essential questions: What does the text say? (Summarizing activities) How does the text say it? (Text structures, features, techniques and author's purpose) What does the text mean? (Theme or main/central idea) What does the text mean to me? (Connections to self, text, world) All teachers will incorporate the Four Essential Questions strategy in all content areas on a bi-weekly basis through embedding it in appropriate lesson plans and collect student work bi-weekly in order to formatively assess progress and differentiate instruction including small and flexible student groupings. (Requirement 7)	Direct Instruction			01/23/2012	06/15/2016	\$0 - Title II Part A	Principal, department chairs, ILT

Activity - Monitoring for Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous collection of student artifacts to be used to formulate data around student growth and effectiveness of strategy use as a Before and During reading activity.	Monitor			09/24/2012	06/15/2016	\$0 - No Funding Required	Principal, department chairs, ILT members

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Activity - Evaluating of Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The data will provide information on the understanding and use of the strategy. The ILT will determine if additional inservice is needed for instructional staff concerning the use of explicit instruction to enhance student understanding of the strategy use. (Requirement 6)	Evaluation			09/15/2015	06/15/2016	\$0 - No Funding Required	Principals, department chairs, ILT members

Activity - Professional Learning: Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn and implement the Close and Critical Reading Protocol/ Text Structure in all content areas. Coaches will provide support with the inclusion of the strategy in common planning, instructional delivery, assessment development/data collection and analysis. There will be ongoing training to further teacher understanding around explicit instruction for the Text Structure strategy. Usable material will be provided for teachers.	Professional Learning			01/20/2014	06/15/2016	\$0 - Title II Part A	Principals, Department Chairs, ILT Members

Activity - Implementation of Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will provide explicit instructions for students and incorporate the strategy in all content areas on a bi-weekly basis. All teachers will embed the strategy use in appropriate lesson plans and collect student work bi-weekly to formatively assess student progress and differentiate instruction. (Requirement 7)	Direct Instruction			09/15/2015	06/15/2016	\$0 - No Funding Required	Principals, department chairs

Activity - Evaluating Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, department chairs, ILT members will review and analyze teacher implementation data from bi-weekly collection. ILT members will review an identified sampling of student artifacts to develop data noting the incremental improvement in student progress, teacher implementation and the effectiveness of the strategy. (Requirement 6)	Evaluation			09/24/2012	06/15/2016	\$0 - No Funding Required	Principal, department chairs, ILT members

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Activity - Implementation for Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will incorporate the text structure strategy in all content areas on a bi-weekly basis. All teachers will embed the use of Text Structure strategy when appropriate in lesson plans and collect student work bi-weekly.	Implementation			01/27/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members, teachers

Activity - Supplemental Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS content teachers will conduct 30 - 60 minutes of daily supplemental instruction.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff

Activity - Monitoring of Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principals and department chairs will monitor lesson plans for strategy inclusion as before and during reading activity	Monitor			01/27/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Activity - Professional Learning: Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive ongoing training in the Close and Critical Reading skill of Active Reading/Text Coding to understand the knowledge needed to implement this reading comprehension skill set. This professional development is critical to support the implementation of this strategy (Requirement 4). Content area coaches will provide support as teachers incorporate the strategy in lesson planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning			09/24/2012	06/15/2016	\$0 - Title II Part A	Principal, department chairs, members of ILT

Activity - Content Coach Support for Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Work will also be done with content area teachers with text structure activities and materials. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning			01/27/2014	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches, Teachers

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Activity - Evaluating Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. This data will be used to determine the next course of action. (Requirement 6)	Evaluation			01/27/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Activity - Content Coach Support for Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis surrounding the use of this strategy. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 7)	Professional Learning			09/15/2015	06/15/2016	\$0 - MI-Excel	Principal, department chairs

Strategy3:

ESL Teacher - The ESL Teacher will provide academic and instructional support in all core content areas to secondary English Language Learners. Additionally, the ESL Teacher will facilitate the instruction provided by the bilingual tutors, assess the need and assign the appropriate supports for the English Language Learners.

Research Cited: Short, D.J., & Boyson, B.A. (2012) Helping newcomer students succeed in secondary schools and beyond. Washington, D.C.: Center for Applied Linguistics.

Activity - Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Bilingual tutors provide academic support in all core content areas to secondary English Language Learners.	Academic Support Program		Monitor	10/01/2013	06/30/2016	\$0 - Section 31a	Bilingual Tutors

Strategy4:

Vocabulary Development - Provide explicit Instruction and repeated exposure to new words in multiple contexts and allow sufficient opportunities to use new vocabulary in a variety of context through activities such as discussion, writing, extended reading and project development. Vocabulary development is critical to enhancing reading comprehension. (Requirement 4)

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction. ASCD, 272 pp. Based on 30 years of research and successful school implementations, Marzano and Pickering provides a manual of 8000 potential words and a systematic, practical way to assist students master essential academic vocabulary and concepts of a given subject area that enhance student comprehension and achievement. All terms are extracted from national standards documents, across 11 content areas, organized by grade spans. The source provides a six-step process for direct instruction to maximize learning of subject area vocabulary by:

***Marzano, Robert J (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools.

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Alexandria, VA: ASCD. Marzano, Robert, Debra Pickering. Building Academic Vocabulary: Teachers Manual (Implementation), 164pp. This text, a meta-analysis drawing from 35 years of research, examines the insufficient background knowledge as a chronic cause of low achievement for students from disadvantaged backgrounds. In response to this challenge two areas of instruction are advanced as potential for improvement: increased silent reading and instruction in subject-specific vocabulary. This theory is advanced as a method of improvement for all students when instruction includes definitional and contextual information as students are involved in deeper processing.

***Daniels, Harvey, Steven Zemelman. Subjects Matter: Content Area Reading. Portsmouth, NH: Heinemann, 2004.

This text elaborates on the usefulness of content-area reading for math, science, and history teachers. It includes activities and material that energize content and engage students across subject areas. The authors deal with the analysis of textbooks and how to use them, how to balance literacy in the classroom, help for struggling readers (materials), scientific proof that certain activities improve reading, reading strategies that can be used across the curriculum, and using a wide range of reading with an established purpose. Additional recommendations are given for reading research.

Activity - Parent Education and Involvement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parent Support Workshop 1. Parents will be invited to an afternoon/evening/Saturday morning two-hour activity planned by ELA department teachers, supported by content coaches, to provide strategies/activities to be used at home to improve vocabulary skills. a. Implementation: ELA teachers & Content Coaches will select engaging vocab activities to share with parents, teach them how to coach children to higher achievement, b. Monitoring: Attendees will be surveyed about their experience in this learning support session. c. Evaluating: Survey results will be shared with the Principal, Department Chair and members of the ILT to determine initial success and future program development.	Parent Involvement			09/23/2013	06/06/2014	\$1200 - Title I Part A	Principals, ELA department, Content Coaches

Activity - Evaluating of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will review an identified sampling of student artifacts to develop data noting regular vocabulary (academic/content) instruction. In addition, the collected data will be used to determine the effectiveness of the strategy use and whether additional pd is needed to enhance instruction. (Requirement 6)	Evaluation			03/01/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

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Activity - Professional Learning for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All instructional staff will receive initial training in the explicit instruction and implementation of Vocabulary Development activities. There will be ongoing training to further teacher understanding around the research-based instructional delivery and student expectation for vocabulary strategy which will include differentiation by content, process, and product and small group settings for instruction.</p> <p>Building Academic Vocabulary: Teachers Manual. \$30.00 x 100= 3000 The accompanying videos will be used during PD. 250</p>	Professional Learning			03/01/2014	06/15/2016	\$3250 - Title II Part A	Principals, Department Chairs

Activity - Content Coaching for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans, assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)</p>	Professional Learning			03/01/2014	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches

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Activity - Implementation of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teaching staff will explicitly teach a designated number of grade level academic vocabulary words as determined by the members of ILT. Students will be provided with repeated exposure to new words in multiple context through activities such as discussion, intentional inclusion in writing of meaningful sentences to support the writing process, extended reading and project development. In addition, content vocabulary will be focused on as it occurs in the context of the specific subject matter using available technology. All content teachers will preview each new unit selecting 3-5 content vocabulary words that reflect important concepts, discuss these concepts with students drawing attention to context clues provided in the text. Student will maintain an ongoing list of new vocabulary terms deemed important by the content area teacher.	Implementation			03/01/2014	06/27/2016	\$0 - No Funding Required	Principals, Department Chairs, classroom teachers which include Co-Teachers, Self-contained Special Education Teachers, Tutors: ELL

Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will use Successmaker and Moodle for online learning.	Implementation		Implement	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

Activity - Monitoring of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include Vocabulary Development activities within their weekly lesson plan submissions that will be reviewed by department chairs and building administrators by means of an ILT developed checklist. Vocabulary activities will be done weekly, selectively produced as student artifacts monthly to the ILT.	Monitor			03/01/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Goal 5:

Climate and Culture: Pontiac High School will have a learning environment that supports all students academically and socially.

Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods when interacting with and/or instructing all students and identified student groups by 06/30/2015 as measured by improvement of 10% or greater on surveys, assessments, and identified program and process data.

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Strategy1:

Homeless Student Services - Support services and resources will be provided for homeless students. Students can be provided transportation, school supplies and uniforms.

Research Cited: Buckner, J.C.(2004) Impact on Homeless Children. In. D. Levinson, (Ed), Encyclopedia of Homelessness, Volume 1 (pp. 74-76). Thousand Oaks, CA: Sage

Activity - Homeless Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Homeless students are referred to At-Risk Social Worker for evaluation of needs. The At-Risk Social Worker forwards student information to the Special Education Director and allocation of resources are determined.	Implementation		Monitor	10/01/2013	06/30/2015	\$0 - Title I Schoolwide	Building Staff, Special Education Staff

Strategy2:

Effective Behavior Supports - Pontiac High School will implement effective behavior support systems that are proactive, positive, skill building approaches for the teaching and learning of successful student behaviors to improve the climate and academic culture.

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

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

Horner, R.H., Todd, A., Lewis-Palmer, T., Irwin, L., Sugai, G. & Boland, J. (2004). The school-wide evaluation tool (SET). A research instrument for assessing school wide positive behavior support. *Journal of Positive Behavior Intervention* 6 (1) 3-12).

Cheney, D., Flower, A., Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk for antisocial behavior. *Behavioral Disorders*, 29, 396-409.

Activity - At-Risk Social Workers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will utilize At-Risk Social Workers to address the social and emotional needs of At-Risk students	Implementation			10/01/2013	06/30/2015	\$0 - Title I Schoolwide	Social Workers

Activity - Implementation: Mentors and Advisors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be assigned as mentors and advisors to identified "at-risk students" due to attendance, behavior, and academic issues.	Behavioral Support Program			10/01/2013	06/30/2014	\$0 - Title I Part A	Administration, Building staff

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Activity - Implementation: Superintendent's Drop-out Challenge	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will identify the lowest quartile of students that are at high risk of dropping out of school. The school will participate in the Superintendent's drop-out Challenge by collecting data on at-risk students who have low attendance rates, high disciplinary rates, and low academic progress rates. Staff will use data from these areas to inform and differentiate instruction.	Behavioral Support Program			10/01/2013	09/30/2015	\$0 - Other	Building staff, administration, Counselors

Activity - Getting Ready: Establish an Early Warning System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders, with the support of the District, will establish a system for early identification of students who are at risk of failing or of dropping out by monitoring student attendance, achievement, and behavior data. Staff will study the data to identify the possible underlying motivations and potential changes to be made. Staff will develop cross-curricular data teams to review student's progress and develop and implement interventions to support students.	Academic Support Program			10/01/2013	09/30/2015	\$100 - Title I Part A	Administration, Administrators, Building staff, content coaches, instructional coaches, SIFs

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	Administration, Teachers, School Improvement Facilitators, Coaches

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Activity - Behavior Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will utilize Behavior Specialist to address student behavior to align with adherence to the school district code of conduct in support of a positive building culture and climate.	Implementation			10/01/2013	06/30/2015	\$0 - Title I Schoolwide	Behavior Specialist

Activity - Monitoring and Evaluation: Mentors and Advisors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff assigned as mentors and advisors to "at-risk students" will keep contact logs and intervention notes. Data will be analyzed to look for correlations between contact, length of contact, and intervention strategy, positive behavior changes, and decrease in referrals.	Behavioral Support Program			11/01/2013	06/30/2014	\$0 - Title I Part A	Administration, Building staff, School Improvement Facilitator, Os Consultants

Activity - Getting Ready: Establish a working school based PBIS team	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will establish a universal PBIS team comprised of administrators, teachers, students, parents, support staff, and embed activities into existing school based activities.	Behavioral Support Program			02/26/2014	08/31/2015	\$0 - General Fund	Building staff, PBIS team

Activity - Getting Ready: Behavior Support System	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will establish the PBIS matrix based on PSD "Student Code of Conduct" with clearly articulated expectations and consequences.	Policy and Process			02/26/2014	08/31/2014	\$0 - General Fund	District and building staff

Activity - Implementation: Embedded Classroom Rules and Routines	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PBIS activities will be embedded into classroom routines and existing school based activities.	Behavioral Support Program			01/06/2014	09/30/2015	\$0 - No Funding Required	Building staff and classroom teachers

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Activity - Implementation: Instructional Support Teams/Attendance Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-level teams (PBIS, SC) will review data on students who are determined to be at-risk due to attendance, behavior, and academic issues and will design or select interventions, supports and services to address the students' identified needs. Staff will identify students with excessive absences and conference with parents, students, and teachers to identify barriers for attendance.	Academic Support Program			02/26/2014	09/30/2015	\$3500 - Title I Part A	Building staff, administration, PBIS team, Superintendent's Challenge Team, School Improvement Facilitator, OS Consultants

Activity - Administration, PBIS team, Superintendent's Challenge team, OS Consultants, Probation Officer, County supports, School Improvement Facilitator, OS consultants	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration, PBIS team, Superintendent's Challenge team, OS Consultants, Probation Officer, County supports, School Improvement Facilitator, OS consultants	Behavioral Support Program			10/01/2013	09/30/2015	\$0 - No Funding Required	Administration, PBIS team, Superintendent's Challenge team, OS Consultants, Probation Officer, County supports, School Improvement Facilitator, OS consultants

Activity - Implementation: Student Code of Conduct	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will implement the PBIS Matrix based on the "Student Code of Conduct" in a consistent and equitable manner. Expectations and consequences will be reviewed and posted by all teachers. Students will participate in school assemblies and classroom meetings that serve as reminders about safe, respectful, and responsible behavior for all.	Policy and Process			02/26/2014	08/31/2015	\$0 - No Funding Required	District and building staff, PBIS team

Activity - Monitoring and Evaluation: Monitoring Progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will monitor student attendance, tardiness, and academic progress, using MI Star, and will adjust interventions and supports, as needed.	Behavioral Support Program			01/06/2014	06/30/2014	\$0 - No Funding Required	Administration, Building Staff, PBIS team, Superintendent's Challenge Team

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Activity - Monitoring and Evaluation: Data Teams-Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS staff will review aggregate student outcome data to determine the percentage of students meeting their goals within their intervention support and will make adjustments to the interventions or identify new interventions, as needed to improve attendance, tardiness, and behavior referrals.	Behavioral Support Program			10/01/2013	09/30/2015	\$0 - No Funding Required	Administration, Building staff, PBIS team, Superintendent's Challenge team

Strategy3:

Staff, Parent, Community Roles-Family and Community Partnerships - Pontiac High School will provide venues to invite active participation and encourage engagement of family and community members in the educational programs of the school.

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

Sanders, M.G. (2005) Building School-Community Partnerships: Collaboration for student Success. Thousand Oaks, CA: Corwin Press.

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	School Improvement Facilitators, Content and Instructional coaches, OS consultants in conjunction with administration, administrators, and building staff

Activity - Implementation: Parent Family Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold regular/frequent meetings with parents/families to provide useful information in areas that include, but are not limited to: instructional programs/services, health and safety issues, and academic achievement, parent strategies for at-home involvement and student development.	Parent Involvement			10/01/2013	09/30/2015	\$0 - Title I Part A	Administrators, Building Staff, Content Coaches, School Improvement Facilitator, OS consultants, PD providers

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Activity - Implementation: DHS Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will partner with the Department of Human Services (DHS) to help parents resolve issues of attendance, tardiness, and other barriers to a successful academic experience.	Behavioral Support Program			02/26/2014	06/30/2014	\$0 - No Funding Required	Administration, Building Staff, DHS workers, PBIS team, Superintendent's Challenge Team, School Improvement Facilitator, OS Consultant

Activity - Getting Ready: PD-Building Relationships with Parents	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All building staff will participate in professional development throughout the school year on best practice strategies to cultivate caring relationships with families, encourage parents to become actively involved in their child's education and ways to reach out to parents as equal partners, including, but not limited to: a.) understanding Influence of Poverty; b.) Culturally Responsive Teaching; c.) Epstein's Pillars of Parental Involvement	Parent Involvement			02/26/2014	09/30/2015	\$0 - No Funding Required	District and Building staff, counselors, ancillary staff, parent volunteers, content coaches, School Improvement Facilitator

Activity - Implementation: Title I SW Advisory Council (TAC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The PTSA will create a TAC which will involve entities working together to plan and provide support for family and community partnerships.	Community Engagement			02/26/2014	08/31/2015	\$0 - Title I Schoolwide	Building staff, Title I SW advisory council

Activity - Getting Ready: Surveys to Assess Parental Involvement Needs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will conduct needs assessment surveys regarding parent participation, engagement and involvement in school to inform staff in designing differentiated programs for parents based on parent needs and concerns.	Behavioral Support Program			02/26/2014	09/30/2014	\$0 - No Funding Required	Building staff

Activity - Monitoring and Evaluation: Feedback on Parent Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will obtain feedback from participants following parent/family workshops and activities and will study the results along with other evidence to evaluate the effectiveness of these activities.	Parent Involvement			10/01/2013	06/30/2015	\$0 - No Funding Required	District, Building staff, Oakland Schools

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Activity - Implementation: Parent Friendly Communications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When preparing documents and resources for parents/families, PHS will use parent-friendly language, free of educational jargon, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement			10/01/2013	09/30/2015	\$0 - No Funding Required	District and building staff, counselors, ancillary staff, parent volunteers

Goal 6:

Science: All students will demonstrate proficiency in Science.

Measurable Objective 1:

28% of All Students will demonstrate a proficiency in scientific processes & biological, chemical and physical science concepts including students performing below grade level (bottom 30%) & other targeted populations (students with disabilities, ELL, alternative ed., economically disadvantaged) in Science by 06/30/2015 as measured by state and local assessments (NWEA 2-12).

Strategy1:

Research-based Instructional Strategies - Science teachers will implement research-based instructional strategies to enhance student engagement in learning.

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional

Model: Origins and Effectiveness. Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

National Science Education Standards (NRC, 1996), Inquiry and the National Science Education Standards (National Research Council [NRC], 2001a) This research supports best practice instructional strategies that guide successful science instruction in the classroom.

Activity - Getting Ready: SCoPE and Sequence of Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will develop a Scope and Sequence of instructional strategies (vocabulary, charts and graphs, inference, predict/hypothesize, mathematical conversions, main idea/details, etc.) and incorporate use in curricular units through common lesson planning PLCs.	Getting Ready			02/17/2014	08/29/2014	\$0 - No Funding Required	Principal(s), science department chair, science teachers

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Activity - Content Coaching Support for Research-based Instructional Strategy Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science content coach will provide support with the inclusion of researched-based instructional strategies during PLCs when used for common lesson planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			12/01/2013	06/30/2016	\$0 - MI-Excel	Principal(s), science department chair, science teachers

Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will participate in extended learning opportunities participating in field trips to The Henry Ford: Biology Outdoor Living, Sustainability: Environmental Management and Responsible Manufacturing. Chemistry: Test Drive Smart Tools. Physics: Technology and Engineering in Auto Racing. Entrance fees and transportation cost to be covered.	Monitor		Monitor	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

Activity - Evaluation of the Use of Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) evaluations, ILT members will collect assessment results and use data to monitor effectiveness and volume of strategy use. Data will be aggregated quarterly to address SIP.	Evaluation			11/01/2013	06/30/2015	\$0 - No Funding Required	Principal(s) and ILT members

Activity - Science Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Specialist will work with students during the day to increase student achievement	Getting Ready			08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Intervention Specialist

Activity - Supplemental Science Content Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS content teachers will conduct 30 - 60 minutes of daily supplemental instruction.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff

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Activity - Getting Ready: Instructional Strategies Needs Assessment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will evaluate current instructional strategies to identify existing needs. Professional development will be planned to address the identified needs.	Getting Ready			02/17/2014	06/30/2014	\$0 - No Funding Required	Principal(s), Science Department Chair

Activity - Implementation: Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will collaborate in PLCs on methods of implementation, plan and actively implement the use of the strategies in classroom instruction. Teachers will also craft opportunities for students to find/evaluate information that can be used to cite evidence on a position/conclusion. Methods of differentiating instruction will be explored to provide access to all content for all students.	Implementation			02/17/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair, science teachers

Activity - Monitoring: Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal/ science department chair will check weekly lesson plans, conduct informal observations, and use data to determine levels of understanding of strategies and implementation. Student progress will be monitored through data collected and analyzed through the PLCs. Student Progress (PLCs): ILC based on assessment results; use of data to monitor learning.	Monitor			09/15/2014	06/30/2015	\$0 - No Funding Required	Principal(s), science department chair

Activity - Professional Development: Effective Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will receive training around the writing of scientific lab reports; classroom discourse; engaging in arguments from evidence; developing and using models; constructing explanations (constructed response); obtaining, evaluating and communicating information; designing and carrying out investigations; and engaging students..	Professional Learning			03/03/2014	06/30/2016	\$0 - Title II Part A	Curriculum director, Principal(s), Science department chair

Strategy2:

Science Inquiry- Based Curriculum - Science teachers will implement a viable inquiry-based curriculum aligned to the State and National Science Standards.

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E

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Instructional Model: Origins and Effectiveness.

Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC:

The National Academies Press, 2012. This research supports an inquiry based science curriculum.

Activity - Implementation of Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will incorporate inquiry-based activities in lesson plans on a weekly basis. Methods of differentiating instruction will be explored to provide access to all content for all students	Implementation			09/01/2014	06/30/2016	\$0 - No Funding Required	Principal, science department chair, science teachers

Activity - Getting Ready: Infrastructure for Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use equipment, instructional material, contracted services for OLSHA standards compliance, and plumbing/electrical updates to effectively teach an inquiry-based curriculum.	Getting Ready			07/01/2014	08/29/2014	\$0 - General Fund	Central Office Administrator(s), principal, science department chair, and contractors

Activity - Content Coach Support for Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Content Coach will provide support with the inclusion of inquiry-based instruction during PLCs when used for common planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			12/01/2013	06/30/2016	\$0 - MI-Excel	Principal(s), science department chair, science teachers

Activity - Professional Development: Inquiry-Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will have ongoing professional development to further teacher understanding of inquiry-based curriculum.	Professional Learning			03/03/2014	06/30/2016	\$0 - Title II Part A	Principal, science department chair and external science consultant

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Activity - Monitoring Inquiry-based Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will submit weekly lesson plans that demonstrate use of inquiry-based instruction. Submissions will be monitored for inclusion of this strategy by the administrators and science department chair to develop data around the use of this strategy.	Monitor			09/01/2014	06/30/2016	\$0 - No Funding Required	Principal, science department chair

Activity - Evaluating Inclusion of Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will analyze selected student artifacts to determine the effectiveness of the strategy implementation and collect data on the frequency of use by teachers to determine additional support necessary. Department chair will provide ongoing support for teachers.	Evaluation			09/30/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair, ILT members

Activity - Getting Ready: Curriculum Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers, in collaboration with district curriculum consultant, will review the science curriculum and make needed adjustments to ensure alignment to the state standards for science.	Curriculum Development			03/03/2014	08/29/2014	\$0 - Title I Part A	Principal, district curriculum director, science department chair and science teachers.

Strategy3:

Instructional Strategies to Increase Content Literacy - Science teachers will implement researched-based instructional strategies to increase students' content literacy.

Research Cited: Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351).

New York: Longman This research supports the use of close and critical strategies to develop meaning from non-fiction text or other nonfiction resources.

Beck, I. L. & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research (pp. 789-814). Vol. II. White Plains, NY: Longman. This research outlines research approaches on vocabulary development in reading.

Activity - Evaluation: Content Literacy Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data collected from imbedded assessments will be aggregated and analyzed for frequency of use and level of understanding at least quarterly.	Evaluation			06/01/2014	06/30/2016	\$0 - No Funding Required	Principal(s), ILT members

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Activity - Content Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science content coach will provide support with the inclusion of content literacy during PLCs when used for common planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			12/01/2013	06/30/2016	\$0 - MI-Excel	Principal(s), science department chair, science teachers

Activity - Implementation: Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will utilize NGSS.	Implementation			06/01/2014	06/30/2016	\$0 - General Fund	District administrator, Principal(s), science department chair

Activity - Monitoring: Content Literacy Strategy Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be measured through the use of assessment results that will guide instruction/intervention planning (PLCs) with the support of content coaches. Literacy activities will be incorporated in weekly lesson plans reviewed by principal and department chair.	Monitor			06/01/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair

Activity - Implementation: Use of Writing Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will provide direct instruction and a variety of opportunities for students to actively write to demonstrate learning: Cornell notes, summarizing (lab reports, conclusions writing, constructed responses), and research projects (career, technological and new development). Supplemental and specialized instruction will be provided through the use of differentiated instruction for special populations.	Implementation			06/01/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair

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Activity - Implementation: Vocabulary Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will work through PLCs to identify domain specific vocabulary lists that will be used by all teachers and ensure the inclusion of academic and identified scientific vocabulary in science instruction. Direct instruction on strategies to access meaning will be incorporated in all science classes where appropriate.	Implementation			06/01/2014	06/30/2016	\$0 - Title I Part A	Principal(s), science department chair, science content coach

Activity - Getting Ready: Professional development on ways to utilize the Next Generation Science Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will be exposed to the NGSS and ways to effectively utilize the standards in the classroom.	Professional Learning			06/01/2014	06/30/2015	\$0 - Title I Part A	Principal(s), science department chair, external consultant (if necessary)

Activity - Implementation: Use of Close and Critical Reading Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will use common planning PLCs to determine when, where and how close and critical reading strategies will be incorporated in science instruction including accessing informational text (newspapers, articles, reading passages, textbooks, web sites), and using reading strategies (main idea/details, inference, sequencing, use of Cornell notes) to enhance comprehension of science related texts. Supplemental and specialized instruction will include differentiated instruction for special populations.	Implementation			09/01/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair, science teachers

Activity - Getting Ready: Professional Development on Use of Literacy Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will be trained in teaching students how to use literacy strategies to enhance understanding of content material. Supplemental and specialized instruction will include differentiated instruction for special populations.	Professional Learning			06/30/2015	06/30/2015	\$0 - Title II Part A	District Administrator, Principal(s), External Consultant

Strategy4:

Numeracy Knowledge - Science teachers will implement researched-based instructional strategies to increase numeracy for application in science (formulas, data, use of charts and graphs).

Research Cited: Anne Egger, Ph.D., Anthony Carpi, Ph.D. "Data Analysis and Interpretation" Vision learning Vol. POS-1 (1), 2008. This

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research

supports how scientists collect and record data, find patterns in data, explain those patterns, share research with larger scientific community.

Yore, L., Hand, B., & Florence, M. (2004). Scientists' views of science, models of writing, and science writing practices. *Journal of Research in Science Teaching*, 41,

338-369. This research supports the need for scientific documentation of learning through writing.

National Research Council. (2005). *How students learn: History, mathematics and science in the classroom, A targeted Report for Teachers.*

M Donovan & J. Branford

(Eds.), Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press. This research offers support for the importance of providing evidence for claims and arguments in science.

Activity - Monitoring: Increase in Science-based Numeracy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment results will be used to guide instruction/intervention and common lesson planning (PLCs). Teachers must include numeracy-based activities in weekly lesson plans.	Monitor			09/15/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair

Activity - Getting Ready: Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teacher training will include teaching and interpreting charts and graphs and mathematical conversions.	Getting Ready			09/15/2014	06/30/2016	\$0 - Title I Part A	Principal(s), science department chair, external consultant

Activity - Implementation: Increase Science-based Numeracy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will model the use of appropriate content vocabulary, chart and graph applications and the basic scientific calculator. Supplemental and specialized support will be provided to ensure access to all content for all students.	Implementation			09/15/2014	06/30/2016	\$0 - Title I Part A	Principal(s), science department chair, science teachers

Activity - Content Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science content coach will provide support with the inclusion of numeracy during PLCs when used for common planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			09/15/2014	06/30/2015	\$0 - MI-Excel	Principal(s), science department chair, content coach, teachers

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Activity - Evaluation: Numeracy Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded assessment data will be collected, analyzed, and aggregated at least quarterly to measure frequency of use and evidence of effectiveness.	Evaluation			09/15/2014	06/30/2015	\$0 - No Funding Required	Principal(s), ILT members

Goal 7:

Numeracy: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

A 37% increase of All Students will demonstrate a proficiency solving critical thinking problems through multiple step processes in operations, proportions/similarity, functions, and linear equations in Mathematics by 09/30/2016 as measured by state and local assessments, NWEA, (including the special education population and other at-risk learners).

Strategy1:

Multiple Representations: Charts and Graphs - All instructional staff will implement the use of multiple representations (i.e. charts, graphs, equations, tables, verbal descriptions, drawings, manipulatives, content vocabulary, etc.) to help students understand and make connections between different mathematical concepts.

Research Cited: Mosely and M. Brenner. "Using Multiple Representations for Conceptual Change in Pre-Algebra: A Comparison of Variable Usage with Graphic and Text Based Problems"., 1997, (Washington, D.C.) U.S. Department of Educational Research ERIC.

Hegarty, M. and Kozhevnikov, M. (1999) "Types of Visual-Spatial Representations and Mathematical Problem Solving". Journal of Educational Psychology v91, no. 4, p.684-689.

Activity - Monitoring and Evaluation: Data Teams-Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will, with the support of Mathematics Instructional Coaches and OS content Coaches, interpret data from student artifacts and design approaches to improve student achievement through instruction. Data will be collected and reviewed, at least quarterly, by PLCs and school administration to monitor implementation of improvement plans and measure the impact on student learning.	Teacher Collaboration			02/26/2014	09/30/2015	\$0 - No Funding Required	Teachers, building staff, instructional and content coaches, administrators.

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Pontiac High School

Activity - Getting Ready: Instructional Supports PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in professional learning activities, such as workshops, in-services, professional reading, collaborative planning, including job-embedded PD delivered through PLCs, on different ways to support instruction for students who are performing below grade level in math or need specialized instruction.	Professional Learning			02/26/2014	09/30/2015	\$0 - Title II Part A	Building staff, Teachers, Instructional and Content Coaches, SIF, Administrators

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional and Content coaches will collaborate with teachers to facilitate teachers' use of successful, research based instructional strategies including differentiated instruction for diverse learners.	Professional Learning			10/01/2013	09/30/2015	\$0 - No Funding Required \$10 - MI-Excel	Administration, Building support staff, Teachers, Instructional and Content Coaches

Activity - Implementation: Instructional and Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will teach students the different ways to represent mathematical problems, concepts, and ideas. Teachers will provide students who are having difficulty mastering mathematical concepts and skills with additional instructional support, through technology integration based on the results of formative assessments.	Direct Instruction			02/26/2014	09/30/2015	\$0 - No Funding Required	Building staff, Instructional and Content coaches

Activity - Implementation: Collaborative Planning (PLC)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will work collaboratively in their PLCs to plan when and how to use specific representations within their lessons. Student data will also be used to determine strategy effectiveness, lesson plan and teacher efficacy, and the need for additional instruction and or professional development.	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - Title I Part A	Teachers, Instructional and Content Coaches, Administrators

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Pontiac High School

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	Administration, Teachers, Building Support Staff, Content-Area Coaches

Activity - Getting Ready: Manipulatives and Instructional Resources PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will receive training on how to plan, develop, and teach content using instructional resources to support student learning of mathematical concepts through multiple representations.	Professional Learning			10/01/2013	09/30/2015	\$0 - Title II Part A	Oakland Schools, building staff, coaches, instructional coaches

Activity - Monitoring and Evaluation: Data on Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and staff will collect data on instruction to monitor implementation of the district's curriculum and effectiveness of instruction and will use the data to identify and provide professional supports to teachers. Data will be aggregated and reviewed, every marking period/according to the ILC, to monitor the impact of instruction on student learning.	Walkthrough			10/01/2013	09/30/2015	\$0 - Title II Part A	Teachers, Instructional and Content Coaches, Administrators

Activity - Monitoring and Evaluation: Evidence of Multiple Representations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will look for evidence that students are using multiple representations to solve mathematics problems and will monitor students' learning and provide feedback to guide students' to build deeper understandings.	Direct Instruction			10/01/2013	09/30/2015	\$0 - No Funding Required	Teachers, Instructional and Content Coaches

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Pontiac High School

Activity - Getting Ready: Multiple Representation PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All staff will participate in professional development on the use of manipulative and other instructional materials to represent mathematical ideas and concepts in multiple ways in order to build and deepen student understanding of mathematical concepts and operations.	Curriculum Development			02/26/2014	09/30/2015	\$0 - No Funding Required	Building staff, Instructional and Content coaches

Strategy2:

Differentiated Instruction - Staff will incorporate differentiated instruction techniques, including flexible grouping, interventions and extensions, that are designed and/or selected based on formative/summative assessment results to meet the needs of all students.

Research Cited: Yackel, Cobb, Wood 1991. "Small-Group Interactions as a Source of Learning Opportunities in Second Grad Mathematics" Handbook of Research on Improving Student Achievement by ERS p. 163, 167, & 172. Using small groups of students to work on activities or problems can increase student mathematics achievement.

Activity - Math Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Specialist will work with students during the day to increase student achievement	Implementation		Implement	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Intervention Specialist

Activity - Supplemental Content Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS content teachers will conduct 30 - 60 minutes of daily supplemental instruction.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff

Activity - Monitoring and Evaluation: Monitoring Implementation of DI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will monitor the implementation of differentiation strategies through the review of lesson plans, conducting walk-throughs, and evaluations, in order to determine the professional learning needs of teachers. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of improvement plans and the impact on student learning.	Monitor			01/06/2014	09/30/2015	\$0 - No Funding Required	Building administrators

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Activity - Getting Ready: PD on Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in job-embedded professional learning during their PLC meetings in how to use assessment data to determine how to differentiate instruction for different learners (content, process, product, etc.). Professional learning dialogues will be facilitated by instructional coaches, content coaches, teachers leaders, and school/district leaders.	Professional Learning			02/26/2014	09/30/2015	\$0 - No Funding Required	Teachers, Instructional and Content Coaches, Special Education and Intervention Teachers, Administrators

Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will participate in extended learning opportunities on field trips that teach financial literacy. Students will attend the Junior Achievement Financial Park and Crestmark Bank Life Unplugged	Monitor		Monitor	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

Activity - Monitoring and Evaluation: Data Teams-Collecting Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect student artifacts to analyze and reflect on mathematical understandings as a result of implementing differentiation strategies including flexible grouping, interventions and extensions, and also, after-school academic programs.	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - No Funding Required	Teachers, Instructional and Content Coaches, Intervention Teachers, Special-Education Teachers

Activity - Implementation: Supplemental Instruction (10-12)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The staff will provide students with supplemental instruction including online programs, (i.e. ALEX, Nova Net, virtual learning, and use of technology, etc. to differentiate instruction for students in grades 10-12.	Academic Support Program			10/01/2013	09/30/2015	\$0 - Title I Part A	Teachers, Instructional and Content Coaches, Special Education Teachers, Intervention Teachers

Activity - Implementation: Flexible Groups	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will incorporate flexible grouping during their daily lessons to provide targeted instruction to groups of students who have similar learning needs, as identified through analysis of assessment results.	Direct Instruction			02/26/2014	09/30/2015	\$0 - No Funding Required	Building staff, teachers

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Pontiac High School

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive assistance from Instructional and Mathematics content coaches in interpreting data from artifacts and designing approaches to improve student achievement and instruction. Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - No Funding Required \$0 - MI-Excel	Administration, Teachers, Building Support Staff Content Coaches

Activity - Implementation: Supplemental and Specialized Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Inclusion teachers and co-teachers will provide supplemental instruction and specialized services/supports and/or accommodations for students who are performing below grade level and for students with special needs.	Academic Support Program			10/01/2013	09/30/2015	\$0 - No Funding Required	Special Education and Intervention Teachers, Tutors

Strategy3:

Implementing a Standards Based Curriculum - Teachers will implement a standards based curriculum, set by the district, in their lesson plans to improve and deepen student understanding of mathematical concepts.

Research Cited: Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-continent Research for Education and Learning. (ERIC Document reproduction service No. ED4542555) A "guaranteed and viable curriculum " provides students with "time" and an "opportunity to learn."

Activity - Getting Ready: Instructional Materials	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will select a teacher representative to participate on the district-wide committee to analyze and select instructional resources that align to the district curriculum in order to teach the CCSS-M concepts, skills, and practices.	Materials			03/03/2014	09/30/2015	\$0 - General Fund	District and building staff

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Pontiac High School

Activity - Implementation: Coaching Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area and instructional coaches will provide support to enhance mathematics instruction that deepens student understanding of mathematical concepts. Instructional and content coaches will co-plan, support instructional delivery, data collection and analysis. Instructional and content coaches will support planning for continuous instruction and the development of common, formative assessments based on the analysis of student data.	Professional Learning			10/01/2013	09/30/2015	\$10 - MI-Excel \$10000 - Title I Part A	Administration, building support staff, Instructional Coaches, Oakland Schools Content area coaches and consultants.

Activity - Online Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will use a ALEKS, Moodle, Successmaker and Fast Math for online learning	Implementation		Implement	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

Activity - Implementation: Professional Dialogue (PLCs)	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will meet in PLCs/Data teams for at least two hours per month (or "weekly") to implement the Instructional Learning Cycle. Grade level/subject teachers will meet to collaboratively plan units/lessons/assessments, for each Marking Period, from the curriculum, using district approved resources. Lessons will incorporate strategies learned through PD.	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - Title I Part A	Teachers, Building staff, Coaches, Instructional Coaches

Activity - Monitoring and Evaluation: Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will collect data on instruction (walk throughs, surveys, evaluations, and other monitoring activities) to assess the quality of instruction and alignment to the district's curriculum and to determine the professional learning needs of staff.	Walkthrough			10/01/2013	06/30/2015	\$0 - No Funding Required	Building administration, Instructional and Content coaches, SIF

Activity - Monitoring and Evaluation: Student Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect student artifacts and will collaboratively review and analyze student work, using the data as feedback to reflect on the implementation of strategies learned through professional development and the impact of instruction on student learning.	Teacher Collaboration			01/06/2014	06/30/2015	\$0 - No Funding Required	Teachers, building staff, administration, coaches

Turnaround Redesign Diagnostic

Pontiac High School

Activity - Monitoring and Evaluation: Lesson Plan Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>1. Designated administrators will review lesson plans to monitor alignment of learning targets and activities to the district curriculum and to verify horizontal alignment across teachers teaching the same grade level and course.</p> <p>2. Grade level administrators will monitor the implementation of the lesson plans as they do walk-throughs and evaluations.</p> <p>3. PLC data teams will collect data in each grade level/subject area. PLC data teams will create an item analysis for each grade level/subject area to review and use for instructional planning.</p>	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - No Funding Required	Building Staff, Administration

Goal 8:

Social Studies: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

31% of All Students will demonstrate a proficiency in the areas of historical, economic & geographic perspectives in Social Studies by 06/30/2015 as measured by state and local assessments, including students who are performing below grade level (bottom 30%) & other targeted student populations (students with disabilities, English Learners, alternative education, economically disadvantaged).

Strategy1:

Content Area Literacy - Teachers will incorporate research-based instructional strategies to increase content area literacy in students.

Research Cited: Bain, R. B. (2000). *Into the Breach: Using Research and Theory to Shape History Instruction*. In *Knowing, Teaching, and Learning History: National and International Perspectives*. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" *Applying the Principles of How People Learn in Teaching High School History*. In *How Students Learn History, Mathematics, and Science in the Classroom*. National Research Council. Washington, DC: National Academies Press.

Moje, E. B. & Speyer, J. (2008) *The Reality of Challenging Texts in High School Science and Social Studies*. In Hinchman, K. A., Sheridan-Thomas, H.K. (Eds.) *Best Practices In Adolescent Literacy Instruction*. (pp. 185-211). New York, NY: Guilford

Activity - Implementation 2 Content Area Literacy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will embed research-based overarching content area literacy practices in routine ways with the support of a content area coach.	Direct Instruction			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, content area coaches

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Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Department Chairs, Teachers, Buiding Support staff, Instructional and Content-area coaches

Activity - Getting Ready 1 Professional Learning with Oakland Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The district will partner with Oakland Schools to provide to teachers professional learning to embed research based content literacy practices, effective vocabulary instruction, and processes of teaching evidence-based arguments.	Professional Learning			01/01/2014	06/30/2014	\$0 - Title II Part A	district staff, Oakland Schools, social studies teachers

Activity - Implementation 3 Vocabulary/Claims in text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will provide students on-going meaningful opportunities to build and analyze vocabulary in the context of historical texts as well as provide students on- going opportunities to evaluate the arguments and claims made by others in text.	Direct Instruction			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, content area coaches

Activity - Implementation 1 Quality Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will consistently use direct instruction, modeling, guided practice, independent practice and feedback to increase content area literacy. Instructional coaches will provide support.	Direct Instruction			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, content area coaches

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Pontiac High School

Activity - Monitoring/Evaluating 1 Administrator Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will monitor classroom instruction and conduct walk-throughs, looking for evidence of embedded content area literacy practices. They will also provide feedback on PLC work and the implementation of the Instructional Learning Cycle. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/01/2015	\$0 - General Fund	building administrators, school leaders, district leaders

Strategy2:

Evidence-based Thinking and Writing - Teachers will incorporate researched-based instructional strategies for teaching discipline-specific evidence-based thinking and writing.

Research Cited: Bain, R. B. (2000). Into the Breach: Using Research and Theory to Shape History Instruction. In Knowing, Teaching, and Learning History: National and International Perspectives. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History. In How Students Learn History, Mathematics, and Science in the Classroom. National Research Council. Washington, DC: National Academies Press.

Monte-Santo, C. (2008). Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers' Practices. American Educational Research Journal. Vol. 45 No. 4, pp. 1045-1079.

Activity - Implementation 1 Evidenced-Based Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers with the support of content area coaches will use direct instruction, guided practice, independent practice and feedback to teach evidence-based writing. This will allow students opportunities to produce various types of writing, engaging in age appropriate research, and narrative writing with historical narratives and accounts that analyze historical events.	Direct Instruction			09/01/2014	06/30/2015	\$0 - Title I Part A	social studies teachers, district staff, content area coaches

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Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Teachers, Building Support staff, Instructional and Content Area Coaches

Activity - Getting Ready 1 Common Core Literacy as it relates to Social Studies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will engage in ongoing professional learning in the area of Common Core State Standards as it relates to Literacy in Social Studies and will engage in professional learning in the area evidenced-based writing. The district will partner with Oakland Schools in order to provide the professional development and content area coaches will provide support.	Direct Instruction			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, district staff, Oakland Schools, content area coaches

Activity - Monitoring/Evaluating 2 Administrator Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will monitor social studies classroom instruction and conduct walk-throughs looking for evidence of discipline specific evidence-based thinking and writing. Building administrators will also provide constructive and timely feedback in to the teachers regarding PLC and ILC implementation. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/01/2015	\$0 - General Fund	building administrators, school leaders, district leaders

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Pontiac High School

Activity - Monitoring/Evaluating 1 PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content area coach to continually use both teacher implementation and student data to inform and differentiate instruction and reflect upon the quality of instruction and evidence of student learning and engagement.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - Title I Part A	social studies teachers, content area coaches

Strategy3:

Best Practices for Engagement - Social Studies teachers will use best practice instructional strategies to increase student achievement and engagement while maintaining a high expectation for learning in Social Studies.

Research Cited: Stockdill, D. and Moje, E. (2013). Adolescents as Readers of Social Studies: Examining the Relationship between Youth's Everyday and Social Studies Literacies and Learning. Berkley Review of Education, 4(1), 35-68.

McTighe, J., Seif, E. and Wiggins, G. (2004). You Can Teach for Meaning. Educational Leadership, 62(1), 26-31.

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Department Chairs, Teachers, Building Support staff, Instructional and Content-area coaches

Activity - Monitoring/Evaluating 2 Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will conduct walk-throughs looking for evidence of student engagement as well as effective classroom instruction rooted in best practices. Additionally, building administrators will monitor professional behavior in PLC/ILC meetings and provide effective feedback of classroom instruction. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/30/2015	\$0 - General Fund	building administrators, school leaders, district leaders

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Activity - Getting Ready 1 Professional Learning with Oakland Schools	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will engage in professional learning surrounding a set of best practices and strategies to increase student achievement, high impact methods, inquiry based problem driven instruction, culturally responsive text instruction, technology tools, and differentiation strategies. The district, in collaboration with Oakland Schools, will provide these professional learning opportunities.	Professional Learning			01/01/2014	06/30/2015	\$0 - General Fund	district staff, oakland schools, content coaches

Activity - Monitoring/Evaluating 1 Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use teacher implementation data and student results data to inform and differentiate instruction, reflect upon the quality of instruction and analyze evidence of student learning. This process is embedded in the Instructional Learning Cycle.	Professional Learning			01/01/2014	06/30/2015	\$0 - Title II Part A	social studies teachers, content coaches

Activity - Supplemental Social Studies Content Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS content teachers will conduct 30 - 60 minutes of daily supplemental instruction.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff

Activity - Implementation 2 Strategy and Technology for Engagement	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will use appropriate strategies and technology to engage all learners in authentic learning activities that allow them to collaborate, construct knowledge and develop solutions to real-world problems.	Direct Instruction			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers

Activity - Social Studies Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Specialist will work with students during the day to increase student achievement	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Intervention Specialist

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Activity - Implementation 3 Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will implement Instructional Learning Cycles with fidelity. Social Studies teachers will use this process to engage in differentiated instruction.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, content coaches

Activity - Implementation 1 Content Pedagogy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will instruct from a curricular and instructional framework of teaching for meaning and understanding through an inquiry and problem driven approach utilizing culturally responsive text-based instruction.	Professional Learning			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers

Strategy4:

Inquiry Driven Curriculum - The teachers will implement a guaranteed and viable, standards-based, inquiry-driven social studies curriculum.

Research Cited: Chenoweth, K. (2009, Fall). Piece by Piece: How Schools Solved the Achievement Puzzle and Soared. *American Educator*, 33(3), 15-23.

Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003) Resources, instruction, and research. *Educational Evaluation and Policy Analysis*, 25(2), 119-142.

Elmore, R. F. (2002). *Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education*. New York: Albert Shanker Institute.

Heritage. M. (2008). *Learning Progressions: Supporting Instruction and Formative Assessment*. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). 2 August 2013

<<http://www.k12.wa.us/assessment/ClassroomAssessmentIntegration/pubdocs/FASTLearningProgressions.pdf>>.

Marzano, R. J., Pickering, D. J. and Pollock, J. E. (2001). *Classroom Strategies That Work: Research-Based Strategies For Increasing Student Achievement* Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. (2003) *High Performance in High Poverty Schools: 90/90/90 and Beyond*.

Wiggins, G. & McTighe, J.(2005). *Understanding by Design (Expanded 2nd Ed. USA)*. Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Getting Ready 1: Curriculum Audit	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will conduct an audit of the social studies curriculum to verify alignment with the MC3 model social studies curriculum, which is aligned with the Michigan Merit Curriculum and Common Core State Standards.	Curriculum Development			01/06/2014	06/30/2014	\$0 - General Fund	social studies teachers, district staff, Oakland Schools, content area coaches

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Activity - Implementation 2 Formative and Summative Assessment Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will collaborate with each other to create common formative and summative assessments with the support of an instructional coach.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, district staff, content coaches

Activity - Getting Ready 4 Best Practices	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will receive professional learning in content knowledge and content literacy with alignment to Common Core State Standards.	Professional Learning			01/01/2014	06/30/2015	\$0 - No Funding Required	district staff, social studies teachers, Oakland Schools, content coaches

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Department Chairs, Teachers, Building support staff, Instructional and Content-area Coaches

Activity - Implementation 3 Collaborative Lesson/ Unit Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will collaboratively create lessons aligned to MC3 units and will continually adjust instruction based upon formative data and will structure future instruction based upon assessment results.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - General Fund	social studies teachers, content coaches

Activity - Implementation 1 Collaborative Lesson Planning	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will collaborate to plan instruction using the district lesson plan template with the support of an instructional coach.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - No Funding Required	district staff, social studies teachers, content area coaches

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Activity - Getting Ready 3 Online Curriculum Tool	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social studies teachers will be trained in the use of the online resource of Atlas Rubicon so that lessons and assessments can be developed which align to the Michigan Merit Curriculum and Common Core State Standards.	Curriculum Development			01/01/2014	06/30/2014	\$0 - Title II Part A	District staff, social studies teachers

Activity - Monitoring 1 Teacher PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities to continually use teacher implementation and student data to inform and differentiate instruction reflecting upon the quality of instruction as evidenced by data.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - Title I Part A	social studies teachers, content coaches

Activity - Monitoring 2 Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will provide feedback to Social Studies teachers regarding curriculum implementation, PLC work, lesson plan development, and Instructional Learning Cycle documentation. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/30/2015	\$0 - General Fund	building administrators, school leaders, district leaders

Goal 9:

Ed Reform: PHS will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Measurable Objective 1:

collaborate to sustain and increase student enrollment by 06/30/2015 as measured by smaller classes and improved instruction.

Strategy1:

Drop-Out Retrieval: Graduation Alliance - Graduation Alliance will locate and educate Pontiac drop-outs.

Research Cited:

Activity - Implementation: Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GA will provide netbooks and on-line instruction. Students will meet weekly at a determined site for mentoring and tutoring.	Academic Support Program			02/26/2014	06/30/2015	\$0 - Other	GA staff

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Activity - Getting Ready: Informational Kick-Off meeting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GA will conduct informational kick-off meeting to establish process and protocols with administrators and counselors.	Academic Support Program			02/12/2014	02/12/2014	\$0 - Other	GA staff, administrators, counselors

Activity - Monitoring and Evaluation: Online Assessment MME	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GA will provide online assessments and students will participate in State assessment during identified testing window.	Academic Support Program			02/26/2014	06/30/2015	\$0 - Other	GA staff and counselors

Activity - Implementation: Locating Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
GA staff will use the current drop-out lists and go into the community to locate drop-outs and encourage them to enroll in the program.	Academic Support Program			02/12/2014	06/30/2015	\$0 - Other	GA staff

Strategy2:

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

Research Cited:

Activity - Monitoring and Evaluation: Academic Follow-Up Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will provide academic follow-up activities to support field trip learnings.	Academic Support Program			02/26/2014	09/30/2014	\$0 - Title I Part A	Building staff

Activity - Implementation: Field Trip Activities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in academic field trips.	Academic Support Program			02/26/2014	09/30/2014	\$0 - Title I Part A	Building staff

Activity - Getting Ready: Planning Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will plan field trips that coincide with academic goals.	Academic Support Program			02/26/2014	09/30/2014	\$8800 - Title I Part A	Building Staff

Strategy3:

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

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Research Cited:

Activity - Getting Ready: Training to Engage Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in district trainings in strategies for re-engaging students in their learning, including how to: a. create a sense of trust and open communication with students b. Provide support and direction in their relationships with students c. Design lessons that provide students opportunities for meaningful application of learning. d. Engage students in decision making	Professional Learning			01/06/2014	09/30/2015	\$0 - Title II Part A	Administrators, Building staff

Measurable Objective 2:

collaborate to implement comprehensive instructional reform strategies to strengthen and enrich the academic program for all students and provide supplemental and/or specialized instruction for at-risk student populations by 06/30/2015 as measured by local and standardized assessments.

Strategy1:

Blended Learning - PHS will implement Blended Learning courses to raise student achievement by increasing engagement around clearly aligned curriculum and standards. Online learning paired with project-based learning will be the core instructional method(Curriculum Plan, Attachment 2)

Research Cited: TBA

Activity - Getting Ready: Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS staff will participate in district provided professional development on the blended learning chromebooks approach	Professional Learning			03/24/2014	12/31/2014	\$0 - Title II Part A	building staff

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Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			02/26/2014	06/30/2015	\$0 - MI-Excel	Administration, Teachers, Building support staff, School Improvement Facilitators, Coaches, Oakland Schools consultants

Activity - Implementation: Pilot Group	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will Pilot Blended Learning in selected core classes in grades 10 and 11, during the second semester of 2013-14.	Academic Support Program			02/14/2014	06/30/2014	\$0 - Other	pilot teachers

Activity - Getting Ready: Technology Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in district provided professional development on the technology required to support blended learning chromebooks	Professional Learning			03/24/2014	12/31/2014	\$25000 - Title II Part A	building staff

Activity - Monitor/Evaluation: Student Progress and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers, building administrators, and the OS project-based learning consultant will collect and analyze data on student learning (pre/post assessments) and on staff implementation of Blended Learning to assess the impact and inform the plan for expanded implementation in the fall of 2014.	Teacher Collaboration			03/24/2014	08/01/2014	\$0 - Other	building staff, OS project-based learning consultant

Activity - Implementation: Expand Courses	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Expand Blended Learning in selected courses beginning in August 2014	Academic Support Program			08/01/2014	06/30/2015	\$0 - Other	building staff

Strategy2:

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Balanced Calendar - Pontiac High School will operate the school year on a year around calendar to increase instructional support for students.

Research Cited: <http://www.pbs.org/newshour/extra/features/july-dec01/year-round.html>

Activity - Intervention Intercessions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will use periods of Intercession Intervention during the Balanced Calendar to supplement instruction and build student skills	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Administration Building Staff

Strategy3:

Alternative Learning Environment--International Technology Academy - International Technology Academy is an alternative learning environment where students acquire 21st Century Skills through a Project Based Learning (PBL) approach. The curriculum is aligned to district standards (common core) and incorporates the use of technology as a way to engage students in learning.

Research Cited: van den Broek, G. (2012), "Innovative Research-Based Approaches to Learning and Teaching", OECD Education Working Papers, No. 79, OECD Publishing.

Mayer, R. (2010), "Learning with technology", in The Nature of Learning: Using Research to Inspire Practice, OECD Publishing.

Activity - Getting Ready: Infrastructure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Purchase additional wireless access points to ensure that students can access online learning needed to support PBL curriculum.	Technology			09/01/2013	06/30/2016	\$0 - General Fund	District Administrators

Activity - Monitor/Evaluate: ITA Post-Graduation Tracking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will track ITA student acceptance to post-secondary institutions and success after high school to assess impact of the program and to identify ways to improve outcomes for students.	Monitor			04/30/2014	06/30/2015	\$0 - No Funding Required	ITA Counselor

Activity - Getting Ready: Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Review and redesign course offerings to accommodate accelerated learning needs of students.	Curriculum Development			03/03/2014	06/30/2015	\$0 - General Fund	Curriculum Leaders

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Activity - Implementation: Project-Based Student Led Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement project-based, student-led learning in their classroom instruction. Projects will incorporate the use of technology as a resource for students.	Direct Instruction			08/31/2012	06/30/2015	\$0 - No Funding Required	Teachers

Activity - Monitor/Evaluate: Monitor Student Learning, Adjust Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leaders & PLCs will study evidence of student learning and implementation of project-based instruction to review strategies and activities to see if they need to be modified due to lack of progress in student achievement outcomes.	Monitor			01/06/2014	06/30/2015	\$0 - No Funding Required	School Leaders, PLCs

Activity - Getting Ready: Auxiliary Programs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators, Counselor and School Leaders will work on implementing programs for PMS & ITA students in specialty areas (ie. STEM, OTECH, Robotics, Internships)	Extra Curricular			08/01/2012	06/30/2015	\$0 - Title I Part A	Administrator, Counselor, School Leaders

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will continue to provide teachers with coaching services to support teachers in implementing the ILC process including implementation of the project-based curriculum, designing effective instruction, using assessment data, and incorporating the use of technology as a tool for learning.	Professional Learning			01/01/2014	06/30/2015	\$0 - Title II Part A	District and school leaders

Activity - Implementation: PLCs Implement ILC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers. Teachers will co-plan projects across the content areas. Coaches will provide assistance and support teachers' professional learning.	Teacher Collaboration			12/02/2013	06/30/2015	\$0 - No Funding Required	District Staff, Administrators, PLCs

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Activity - Getting Ready: Recruit Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Create protocols to recruit students to enroll in ITA program.	Getting Ready			02/28/2014	06/30/2014	\$0 - No Funding Required	Administrator, School Leaders

Activity - Getting Ready: PBL Training PD	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PMS & ITA teachers and staff will attend professional development for retraining for returning PMS & ITA staff on Project-based learning, 21st century learning skills. Administrators will secure ongoing training for staff on new technology, hardware and software, applications, etc.	Professional Learning			09/01/2013	06/30/2016	\$0 - Title II Part A	Administrators and Staff

Strategy4:

Use of Data to Inform and Differentiate Instruction - Teachers will continuously use data to inform and differentiate instruction

Research Cited: TBA

Activity - Implementation: Continuous Coaching on Instructional Learning Cycles	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will continue to collaborate with content area coaches for implementation of the ILC.	Professional Learning			09/01/2013	06/30/2015	\$0 - Other	building staff

Activity - Implementation: Instructional Learning Cycle Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/PLCs will implement the Instructional Learning Cycle process to guide lesson planning & instructional delivery and will use the district's ILC protocol to document student assessment results (pre/post), decisions made regarding instructional and intervention plans to address students' needs, and reflections on next steps. (Curriculum Plan, Attachment 1)	Direct Instruction			09/03/2013	06/30/2015	\$0 - Other	building staff

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Activity - Getting Ready: Training the Trainer	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teacher leaders will participate in district provided training to become teacher leaders who will then serve as trainers on the ILC process in use. Trainers will provide school-level training beginning in Dec. 2013.	Professional Learning			10/01/2013	06/30/2014	\$0 - Other	building staff and Oakland Schools

Activity - Implementation: Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will meet a minimum of 2 hours for monthly data review and to implement the Instructional Learning Cycle, including the use of data to differentiate and design instruction and interventions for students, and to participate in job-embedded professional learning activities that address identified needs of teachers. (Curriculum Plan, Attachment 1. PK-12; by winter 2014).	Professional Learning			09/03/2013	06/30/2015	\$0 - Title I Part A	building staff

Activity - Monitoring/Evaluating: PLC data sharing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SI/Leadership Teams will study the data gathered on student/subgroup progress toward mastery of academic standards in order to monitor the implementation and effectiveness of the DIP/SIPs.	Teacher Collaboration			10/01/2013	06/30/2015	\$0 - Title I Part A	building staff

Activity - Implementation: Co-teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Co-Teaching Model addresses the needs of special education students in regular core content classrooms. Co-teachers provide additional support in an inclusion classroom to students with IEPs as well as to students performing below grade level. It will be initiated with extensive professional development to support and plan for successful implementation.	Academic Support Program			09/03/2013	06/30/2015	\$0 - General Fund	administration, special education department head and building staff

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Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	Administration, teachers, Building support staff, School Improvement Facilitators, Coaches, Oakland Schools Consultants.

Activity - Implementation: After School Tutoring Services	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Academic intervention for students identified as at risk of failing card marking periods and/or semester; and to remediate Math, Writing, Reading skills as identified by the ACT Explore and/or the ACT PLAN and NWEA.	Academic Support Program			09/01/2013	06/30/2015	\$35000 - Title I Schoolwide	building staff

Activity - Monitoring/Evaluating: Identify Monthly Outcomes on Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/PLCs will identify monthly outcomes on "essential skills", gather student performance data on mastery of identified skills, review progress and modify instruction, as needed, to support student learning. (B-5.3.1)	Teacher Collaboration			09/03/2013	06/30/2015	\$0 - Other	building staff

Activity - Monitoring/Evaluating: PLC data sharing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will gather, compile, and analyze aggregate student performance data monthly to monitor the progress of all students, grade spans, and student groups toward mastery of academic standards in a particular grade/course.	Teacher Collaboration			02/03/2014	06/30/2014	\$0 - Title I Part A	building staff

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Activity - Monitoring and Evaluation: Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate, yearly, in completing the SEC. Teachers will use the data from the SEC to identify and implement research-based instructional programs, inform and differentiate instruction.	Academic Support Program			05/01/2014	09/30/2014	\$18300 - MI-Excel	All building staff

Activity - Implementation: ACT Prep Program	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS/ITA (10-12) will continue to implement an ACT prep program that includes the following steps: 1) administration of a decommissioned ACT or ACT PLAN test as a pre-test ("Test Fest"); 2) analysis and use of the results to collaboratively identify gaps in student learning and design mini- lessons to address identified needs; 3) targeted teaching to identified skills/concepts; and 4) use of formative assessments to guide instruction and monitor student progress toward mastery of ACT tested concepts and skills.	Academic Support Program			09/03/2013	06/30/2015	\$0 - Other	building staff and Oakland Schools

Strategy5:

Promethean Board Instruction - PHS teachers will use Promethean Boards as a tool to enrich instruction as a supplement for traditional and non-traditional instructional strategies.

Research Cited: Haystead, M.W., & Marzano, R.J. (2012). Executive Summary: A randomized controlled trial of the effects of Promethean ActivExpression on student achievement. Centennial, CO: Marzano Research Laboratory.

Activity - Promethean Board Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS teachers will use the Promethean Board as a tool to increase student engagement and advance student growth	Monitor			10/01/2013	06/30/2015	\$0 - Title I Schoolwide	Building Staff

Strategy6:

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

Research Cited: Transformation requirement

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Activity - Implementation: Programs to Support Non-traditional Student Learners	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pontiac High School will implement innovative instructional programs that address the needs of non-traditional students and struggling learners. a. Blended Learning: Pilot in 2013-14: grades 10-11 in spring 2014; expand implementation in 2014-15 to 10-12. b. Alternative Education program—afternoon/ evening program for credit recovery; held at PHS c. International Technology Academy (grades 10-12) d. Co-Teaching e. Early College f. Skill tutorial	Academic Support Program			10/01/2013	06/30/2015	\$0 - Title I Part A	building staff

Activity - Monitoring/Evaluating: Share Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will share data on student academic progress with stakeholders and will display summary data in classrooms and/or the school, as appropriate, to make the progress of the school visible to the school community. (Data Walls, newsletters, websites, others as determined by the schools)	Academic Support Program			10/01/2013	06/30/2015	\$0 - Other	building staff

Activity - Getting Ready: Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will collect and review data on the delivered curriculum (SEC, instructional audits) to determine alignment to the expected curriculum (district's curriculum/state standards).	Curriculum Development			02/26/2014	06/30/2015	\$0 - Other	School leaders, building staff

Activity - Getting Ready: Communicate Identified Grade Level Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building staff will communicate the identified "essential skills" for each grade level/course that will drive the assessed and delivered curriculum and will be monitored at least quarterly.	Curriculum Development			02/26/2014	06/30/2015	\$0 - Other	building staff

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Activity - Implementation: Pilot Common Core Units	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Math and ELA/literacy teachers will implement 2-3 Common Core units and will share results, feedback, and reflections with PLC teams. (Curriculum Plan, Attachment 1. Spring 2014)	Professional Learning			10/01/2013	06/30/2014	\$0 - Other	Math and ELA/literacy teachers

Activity - Classroom Size Reduction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will reduce class size to lower the teacher student ratio for increased individual instruction of students.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	District Administration Building Administration Building Staff

Activity - Implementation: Curriculum Aligned to State Standards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will implement a guaranteed & viable curriculum that is aligned to State Standards (Common Core) and supports students in becoming college and career ready.	Curriculum Development			02/26/2014	06/01/2015	\$0 - Other	teachers

Activity - Getting Ready: Curriculum Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff (general ed, special ed, special populations) will participate in district professional development on the changes to the district's curriculum, understanding the content and process standards of the Common Core State Standards, as appropriate, designing & delivering effective lessons. (PHS Reform Plan, p. 2)	Professional Learning			02/26/2014	06/30/2015	\$0 - Other	instructional staff

Activity - Getting Ready: Participate in District-Wide Curriculum Committee	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building representative will participate in the district-wide curriculum committee to support and oversee building level implementation of the district's instructional program.	Policy and Process			02/26/2014	06/30/2014	\$0 - Other	building staff

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Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			02/26/2014	09/30/2015	\$0 - MI-Excel	Administration, Building support staff, Teachers, School Improvement Facilitators, Coaches, Oakland Schools consultants

Measurable Objective 3:

demonstrate a proficiency student and staff engagement in learning as evidenced by a decrease in staff and student absenteeism/tardiness and reductions in the number of discipline infractions and improvements in stakeholder perceptions by 09/30/2015 as measured by improvements in stakeholder perceptions measured by positive changes in the results of stakeholder surveys.

Strategy1:

Getting Ready: Increased Student Learning Time - Changes will be made to the calendar to include additional school days and extending the daily schedule to include an additional instructional hour for intervention or enrichment, and tutors (content area, instructional support).

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

Research Cited: Johnson, S.P., & Spradlin, T.E. (2007). Alternatives to the traditional school-year calendar. Education Policy Brief, 5(3), 1–11. Retrieved from CEEP's website.

This policy brief examines the research on two strategies that reorganize the school year or increase the allocation of academic learning time in schools: year-round and extended school-year calendars. It also addresses the emergence of alternative policies on the use of instructional time.

Kaplan, C., & Chan, R. (with Seidel, S., & Zorich, T). (2011). Time well spent: Eight powerful practices of successful, expanded-time schools. Retrieved from National Center on Time and Learning website.

This report outlines specific practices that can lead to increases in student achievement and preparation for success in college and the workforce. The study provides an in-depth examination of 30 expanded-time schools that serve high-poverty populations.

Silva, E. (2012). Off the clock: What more time can (and can't) do for school turnarounds. Retrieved from Education Sector website.

This report looks at the research on the impact of extended learning time on student learning and how it is being used as a core strategy in school turnaround efforts funded by federal School Improvement Grants. The study looks at a wide variety of strategies, including everything from adding minutes to the school day to providing after-school programs to shortening recess and lunch. The report suggests that policymakers and school leaders must recognize that successful schools use time not just to extend hours and days but to creatively improve how and by whom instruction is delivered. [For a graphic on learning time see ERS Report Snapshot: What More Time Can (and Can't Do for School Turnarounds)]

Silva, E. (2007). On the clock: Rethinking the way schools use time. Retrieved from Education Sector website.

This report examines the political and educational dimensions of time reform. It presents the findings of a wide range of research studies on

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how schools use time, discusses the impacts of various time reforms, and makes recommendations for policymakers about the best way to leverage time in and out of school to improve student achievement.

Activity - Getting Ready: Training to Engage Students	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in training in strategies for re-engaging students in their learning, including how to: a. Create a sense of trust and open communication with students. b. Provide support and direction in their relationships with students. c. Design lessons that provide students opportunities for meaningful application of learning. d. Engage students in decision-making.	Professional Learning			01/06/2014	09/30/2014	\$0 - Title II Part A	Administration, Administrators, building staff, content and instructional coaches, SIFs, OS consultants

Activity - Getting Ready:PD-Interventions Teaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will be provided PD to identify content selection for intervention and selection of intervention strategies. These strategies will be used to create interventions to meet student needs.	Professional Learning			10/01/2013	09/30/2015	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Activity - Getting Ready: PD Establish School wide Common Language and Practice	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Provide ongoing PD to develop and implement a proactive approach based on a 3-tiered model of prevention and intervention; to create a common language among staff, students and parents using a school wide behavior expectation matrix; create staff lesson plans to teach appropriate behaviors and social skills; create and implement classroom management strategies to reduce discipline referrals and increase time for instruction; and use of data to guide the design and implementation of behavior supports.	Professional Learning			10/01/2013	09/30/2015	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Activity - Additional school days & extended school schedule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will implement an extended school calendar.	Other			06/16/2014	08/01/2014	\$0 - Title I Schoolwide	Administration, administrators, building staff

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Activity - Monitoring Implementation of Increase Building Instructional Time	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The implementation of Increase Building Instructional Time will be monitored by looking at lesson plans, create curriculum descriptions for the extended school year based on students' needs and aligned with the district curriculum and teacher data team discussions around student work samples and student growth.	Monitor			10/01/2013	09/30/2015	\$0 - Title I Schoolwide	Intervention teachers, building administration, school board, superintendent, and union.

Activity - Getting Ready: Balanced Scedhule	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration and staff, in collaboration with the district will balance the school schedule, balance class size and teacher loads to provide an equitable learning environment to teachers and students.	Getting Ready			02/26/2014	09/30/2015	\$0 - Other	Administration, Administrators, OS consultants, SIFs

Activity - Implementation: Additional Instructional Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tutors will provide individualized academic support in content areas (Math, English, Science, and Social Studies, ESL, interventions). They will provide assistance to struggling students to assist with understanding of concepts/skills.	Academic Support Program			10/01/2013	09/30/2015	\$0 - Title I Schoolwide	Administration, content teachers (Math, English, Science, and Social Studies, ESL, foreign language) , intervention teachers, support staff

Measurable Objective 4:

demonstrate a proficiency to develop and increase school leadership and teacher effectiveness by 06/30/2014 as measured by district's educator evaluation system.

Strategy1:

Identify and reward Leaders and Teachers - School and District Leaders will identify and reward leaders, teachers, and other staff members who have been found to be effective at raising student achievement.

Research Cited: Transformation requirement

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Activity - Getting Ready: Input on Creative Rewards	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators and school leaders will seek stakeholder input on creative ways to reward staff who have been effective at raising student achievement and at implementing the instructional program.	Teacher Collaboration			02/26/2014	06/30/2014	\$0 - Other	Building administrators, building staff

Strategy2:

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

PHS will use rigorous, transparent, and equitable evaluation systems for teachers and principals. A collaborative process (between district, state, and school) will be used to create a teacher evaluation plan in the context of a evaluation environment that is supportive of ongoing professional learning.

Research Cited: Sate reform requirements.

Activity - Implementation: Screen Existing Staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leadership and administration will participate in a collaborative process to screen existing teachers for effectiveness based on the district's identified professional competencies.	Recruitment and Retention			02/26/2014	08/31/2014	\$0 - Other	Building administrators

Activity - Getting Ready: Teacher self-reflection and goal setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership will incorporate opportunities for teacher self-reflection and goal setting into the evaluation system.	Recruitment and Retention			02/26/2014	08/31/2014	\$0 - Other	School leadership and administration

Activity - Implementation: Removal of staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will recommend staff who have been given multiple opportunities to improve but have not effectively increased student outcomes and who have not met criteria based on the teacher evaluation system.	Recruitment and Retention			02/26/2014	08/31/2014	\$0 - Other	Building Administration, District leadership, External evaluators

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Activity - Getting Ready: Staff preparation for new evaluation system	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will provide timely professional development to describe the new evaluation process, timelines, and expectations, including updates and changes as determined by MDE and PSD. District will provide teachers with copies of criteria for attaining tenure, Evaluation Rubrics and models, and other compliance mandates.	Recruitment and Retention			02/03/2014	06/30/2014	\$0 - Other	Building administrators

Activity - Implementation: Using Results of Annual Educator	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators and building staff will use the results of annual educator evaluations, along with other data on professional practice to design individual plans for professional growth.	Recruitment and Retention			02/26/2014	08/31/2014	\$0 - Other	Building administrators, building staff, external evaluators

Activity - Implementation: Evaluate Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will co-evaluate teachers with external evaluators.	Recruitment and Retention			02/17/2014	06/30/2014	\$0 - Other	Building administrators, external evaluators

Activity - Getting Ready: Electronic Evaluation System Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will participate in training to understand and implement the use the electronic evaluation system, purchased by the district, to gather and compile data used for educator evaluations.	Academic Support Program			02/26/2014	08/31/2014	\$0 - General Fund	District staff

Strategy3:

Recruit and Retain staff - School and District leaders will implement strategies designed to recruit and retain staff with skill necessary to meet the needs of students in a transformation school.

Research Cited: Transformation Requirement

Activity - Implementation: Recruitment of new staff	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
In cooperation with district and school leaders will participate in and implement outreach activities to recruit HQ staff for open positions through job fairs hosted at the building, including information on school website.	Recruitment and Retention			01/06/2014	06/30/2014	\$0 - Other	District and building staff

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Strategy4:

Job-Embedded Professional Development - Teachers will collaborate with each other, external supports (coaches, consultants, providers), building and district leadership to engage in ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program.

Research Cited: Transformation Requirement

Activity - Getting Ready: Design Professional Learning Topics	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School will partner with external service providers to deliver PD on topics that support implementation of educational reform initiatives articulate in the SIP.	Professional Learning			12/20/2013	06/30/2015	\$0 - Title II Part A	District staff, ISD support, content and instructional coaches, MEMPSA, McGraw-Hill, and other vendors as appropriate.

Activity - Getting Ready: Establish Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders and teachers will establish and maintain PLC's within their school as the primary means by which staff will engage in job-embedded professional development.	Professional Learning			12/01/2013	06/30/2014	\$0 - Title II Part A	District and building administration and staff, ISD support, content coaches, instructional coaches

Activity - Implementation: Training of Trainers model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building teachers will implement/engage in professional development through a Training of Trainers model for selected PD topics that support implementation of educational reform initiatives.	Professional Learning			10/01/2013	06/30/2015	\$0 - Other	District staff, building staff, ISD support, content and instructional coaches.

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Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			10/01/2013	09/30/2015	\$0 - MI-Excel	Administration, Teachers, Building support staff, School Improvement Facilitators, Coaches, Oakland Schools Consultants

Activity - Getting Ready: Job-embedded professional development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders and instructional staff will receive job-embedded professional development on the elements of effective instruction and protocols/processes for improving instruction, including: a.) Culturally Responsive Teaching b.) Data Analysis in Instructional Learning Cycles c.) Instructional Core d.) Visible Learning (Hattie) e.) Instructional Rounds f.) Lesson studies g.) HOTS, DOK, KUD incorporated into lesson plans h.) PLC i.) Educator Evaluation Tool j.) Evaluation and training for implementation of SIP and DIP k.) Evaluation and training for Charlotte Danielson model	Academic Support Program			10/01/2013	06/30/2015	\$0 - Title II Part A	District and Building administrators, External consultants, Coaches, ISD consultants, Suppliers

Narrative:

Narrative:

Requirement 6: Use Data to Identify and Implement Instructional Programs

a) District will define process it used to select Blending Learning for Spring Pilot program.

PHS uses multiple data sources such as common formative assessments, NWEA, ACT PLAN, MME, ACT decommissioned test (fall 2013).

PLC/Data teams use targeted teaching to link instructional programs to disaggregated data by subject, grade level, and subgroups.

In general, on the MME, patterns of strengths and needs were similar across content grade levels and subgroups.

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Writing Strengths: Making Meaning Clear; Writing narratives with specific details; Use of technology to create and publish; Writing Target Areas: Inquiry and Research, Effective Use of Language; Informative and Argumentative essays

Reading Strengths: Identifying themes across text; Citing text to support opinion; Reading Target Areas: CLOSE Literature Reading, Meaning Beyond the Literature

Math Strengths: Family of Functions, Number Sense,

Math Target Areas: Calculating Algorithms, Figures and Properties, Relationships between Figures, Recall and recite, Critical thinking, Transfer of Knowledge to new problems

Science Strengths: Bring basic content knowledge: Knowledge of scientific facts; Technology skills are applied to research; Receptive to new information, ask good questions

Science Target Areas: Application of scientific concepts and processes; Lack of prior knowledge in math to work out science formulas, etc., Unable to see connection between what they are learning and the world around them- Application of knowledge; Energy part B; Solid Earth; Living Systems and Environments

Social Studies Strengths: Making Literal Observations from Text; Comprehension improves with use of Visual Representations, Scaffolds and direct instruction lead to increased learning.

Social Studies Targeted Areas: Increasing skills for making inferences, Historical Perspective, Civics Perspective

Staff identified and prioritized underlying causes of student performance.

Gaps in students' reading and comprehension skills are making it difficult for students to comprehend grade-level, complex literary and content area text.

Gaps in foundational math concepts limited mastery of more complex mathematical concepts and skills found in the high school curriculum, such as difficulty using family of functions and the inability to successfully read charts and graphs not only effected scores in math, but also in social studies and science.

Instruction often needs to be provided at lower reading levels, which inhibits student access to more complex text. Additionally, high teacher

and student absenteeism affects the consistency of program implementation. The high number of subs, in core content areas, for long periods of time, and the need to hire subs that are not highly qualified in the subject area they are teaching create additional hurdles for the implementation of CCSS. Also, due to financial difficulties and the inability to access Title funds and to replace teachers, PHS class sizes have grown from 20-30 students in a room to 40-50 students. The number of students in a classroom, coupled with small, irregularly shaped classrooms puts a constraint on hands-on, project-based learning.

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The lack of sufficient intervention programs to provide supplemental instruction for students who are performing below grade level resulted from the District's financial difficulties, which prevented Pontiac High school's access to federal Title I, Part A funding.

A Three-year sequence for improving instruction in all content areas has begun. This process began in 2011-12 with implementation of PLCs/Data Teams and the initial ILC implementation of common 6-week cycle assessments for each course.

Systems of assessment continue to evolve, the school is now implementing short 3-4 week ILCs as well as the 6 week cycle. The process will be streamlined in the next year as teachers' understandings of the process develop. The district needs to continue to find ways to streamline assessment schedule to make more efficient use of instructional time; many assessment requirements placed on the school via district mandates interrupt teaching and learning time.

Through the use of the short cycle ILC, data will inform staff when to incorporate more formative and diagnostic assessment strategies to identify where students are in their mastery of essential skills in order to target instruction and interventions to their needs.

Instructional reform include a focus on content area literacy, which began in the 2010-2011 school year. Active reading strategies, Cornell Note Taking Process, Summarization and others were the initial strategies to target academic improvement. The school will sustain these initiatives over time through continued PD, PLC/data team reflection of process and accomplishments.

Pontiac High School uses a multi-tiered system of support to include effective & differentiated core instruction, provided by highly qualified teachers and intervention teachers to provide support for identified students.

Two specific reform initiatives, Test Fest and Blended Learning, are being implemented this year and will be moving forward into 2014-15, both initiatives are designed for rapid improvement in student learning.

Test Fest is a targeted teaching process assessing concepts and skills from decommissioned ACT/MME tests. Based on data analysis, the identified areas of need became the foci of short cycle ILCs to examine the connection between data, instruction, and changes in performance. The process also provides the avenue for students to establish college/career goals and develop an awareness of their readiness to reach their goals.

Project-Based, Blended Learning Curriculum in the four Core Content Areas will be piloted in Spring of 2013-14, with full implementation planned for Fall of 2014-15. It is aligned to Common Core State Standards and incorporates the use of technology, blended with teacher direct instruction, to provide personalized learning experiences where students work at their own pace.

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Class Size Reduction is also planned for the Spring of 2014. Previously, due to budget challenges, Pontiac High School's class sizes have grown to up to 48 students per class. It is the intention of Pontiac School Administration and the Board to reduce class size in order to maximize student engagement and learning. The District was granted a waiver from the Michigan Department of Education to reduce class size to 30 students/class by hiring additional classroom teachers using funds from Title II, Part A and State Section 31a programs. This program will be successful if highly qualified teachers can be identified and hired in a timely fashion.

A cornerstone of reform is systemic and extensive professional development with sufficient, structured time allocated to teacher teams to analyze and use student data to implement quality and effective instruction.

The instructional program at PHS will be centered around four main initiatives. The staff will use data-driven decision making to align curriculum, create CCSS curriculum aligned lesson plans, develop formative and summative common assessments, and to meet individual instructional needs.

Year 1

Pontiac High School will implement the CCSS aligned curriculum using Blended Learning. Direct instruction and moodle lessons will be created and taught to cover curriculum and address critical learning skills identified from NWEA assessments. Advisory class will address the culture and climate needs of Pontiac High School as a tier 1 implementation for overall student support.

Year 2

Pontiac High School will monitor the functioning Blended Learning initiative and use Project Base Learning to enhance the rigor in instruction providing higher leverage opportunities for critical thinking. Staff Advisors will be assisted by student peer advisor to address learning opportunities, tutor and promote stronger student social and emotional growth.

Year 3

Pontiac High School will scaffold Blended Learning to reach student skill mastery with structured short cycles that identify achievement. Student/Staff Advisors will create parent partnership to bridge student support in school and in the community.

The Instructional Learning Cycles will be the source of ongoing data for data team conversations and the basis for instructional decisions.

The staff will use Professional Learning Communities as a vehicle to promote data conversations, drive decisions, structure common planning, and facilitate monitoring implementation of instructional effectiveness.

The Instructional Leadership Team will meet quarterly to review implementation of school improvement goals, student achievement data, inform PLC's on instructional practices, Advisory and assess needs. The quarterly reports created by the Instructional Leadership Team will be provided to the Assistant Superintendent, Superintendent and School Board.

Blended Learning will be the platform to provide a transformational, educational shift in instruction.

Specific teaching and learning strategies for building wide implementation are selected in the link to the SIP Goals and Plans section.

All goals, objectives, strategies, and activities are aligned with college and career ready standards. All are aligned from one grade level to the next, and are based on research. Timelines, resources, and staff responsible for implementation are identified in the SIP.

Current research revealed Blended Learning is an effective method of reengaging students to be active participants in their learning.

The Pontiac School District and Oakland Schools convened several meetings and reviewed several research sources and various virtual learning programs to examine the potential and best fit for increased student achievement. Conversations at this level considered the identified and prioritized underlying causes of low student performance based on trend data over the last three years in numeracy and literacy. Several skill areas emerged as learning targets. In literacy, academic vocabulary, summarization, and inference were identified. In math, numeracy, family of functions, and using charts and graphs effectively were identified. Based on the percentage of students not achieving in these areas, learning priorities were set. Teachers were trained, ILC's were established and Blended Learning was selected as the overarching instructional practice or strategy that will effect each subject area positively to reengage students, motivate, and strengthen competencies. Pontiac School District Central Office is in the process of developing a strategic learning plan that will cover three to five years.

Chrome books, the Moodle Platform and Michigan Virtual Learning were all examined and considered. Blended Learning will begin in 7th grade in mathematics. The curriculum structure will be aligned in the Moodle system and be consistently building content and continue to spiral through grades 9-12, in all content areas. MME data, along with ILC local data, were used to determine that an innovative approach needed to be adopted to help bridge the skill deficit present in all content areas, subgroups, grade-levels. Blended Learning offers a technology connection that is both engaging and beneficial to all student learners while establishing academic rigor.

Pontiac High Plan for Blended Based Learning

Introduction

Beginning this academic year Pontiac High School will implement blended learning model of instruction as the centerpiece of its turnaround efforts. A blended learning model with project based components will be used in all of the four core areas of the curriculum from grades 7 through 12 and will be in place in the fall of 2014. The plan will utilize online curriculum drawn from the Michigan Association of Intermediate School District Administrators (MAISA) and the use of Oakland Opportunity Academy courses. The Oakland Opportunity Academy is an alternative education program that has been in place for four years. The program has had significant success in helping high school students who are deficient in credits to graduate. The Oakland Opportunity Academy courses were created by modifying the Florida Virtual courses

that are available through the Regional Educational Media Centers (REMC). By using a blended learning model with project based components we will shift the instructional model to more personalized instruction that will meet the needs of Pontiac students.

The turnaround plan at Pontiac High School will reflect the most recent research in education. The research that informs this plan is founded in the work done by the Buck Institute for Education and many others on project based learning as well as, work done by John Hattie who synthesizes the results of thousands of educational research studies. Two central ideas are drawn from this research. The first is that the more students engage in meaningful, real-world work in the classroom, the greater the probability that students will experience high

achievement. We intend to institute project based learning as the vehicle for more real world authentic student work in Pontiac. A second idea that informs this plan is that teachers can make significant differences in achievement when they place their focus on the impact they have on student learning rather than on their instruction. By using a blended learning model with project based components we will significantly increase support to teachers and make learning visible in Pontiac classrooms.

Blended learning is an educational innovation that places more focus on learning than on instruction. Introducing a face-to-face model of blended learning to Pontiac High School will provide more support to teachers using elements of good instructional practice, rather than traditional models of secondary instruction which typically consist of the teacher in front of the classroom delivering whole group instruction at a set pace. Blended learning, also referred to as hybrid learning is a combination of learning modalities involving face-to-face instruction and Web-based learning delivery, and is carefully designed using a customized instructional strategy that leverages the strengths of each. When implemented effectively, a blended learning program can make better use of instructional resources and facilities thus speeding up the pathway to graduation for students (Dzuiban et al, 2004). This is particularly important in Pontiac High School due to the fact that many students are behind on credits. In the blended learning model we will use, students access their curriculum and instructional resources online. Students work at their own pace according to learning plans co-established with the teacher that set personalized learning goals for each student. The teachers will spend much of their time helping students establish challenging learning goals, providing instruction one-on-one or in small groups, as well as providing feedback on student work. Teachers will also have the time to learn more about their students including the areas in which each student is struggling and what barriers there are to student learning. This will allow teachers to make necessary curriculum, assessment, and instructional decisions. When teachers are able to devote their time in the classroom to these types of activities student achievement is higher. This is supported by John Hattie's extensive two-decade meta-analysis (Hattie, 2009). A blended learning model will free the time of the teacher to pursue a different approach to instruction because it allows them to change the way they use their time. Blended learning is a method that has proven to be not only effective in terms of learning outcomes, but ranks high on ratings of satisfaction with students and instructors (Dzuiban, Hartman & Moskal, 2004). Technology will be utilized as the means to shift the instructional model from one teacher dispensing information that students are required to master, to a far more individualized approach in which students work at their own pace.

Project based learning was developed with the idea that involving students in more real world work would be more engaging to students and lead to increased student achievement. In fact, the research has given us evidence that this is the case. The Buck Institute for Education has research that indicates the benefits of project based learning for students. Findings show that students who have the opportunity to learn through a project based learning model rather than a traditional classroom tend to retain content longer and perform as well as or better on standardized tests (Geier, et al 2004). Students in a project based model also tend to have stronger 21st century learning skills including problem-solving, critical thinking, and the ability to collaborate and resolve conflict (Schwalm & Smuck Tylek 2009). Teachers using project based learning are able to devote more time to individual student needs, as they will be spending less time delivering material to the entire class. Research also shows that project based learning can help to reduce the achievement gap by engaging lower-achieving students in the learning process (Boaler, 2002). In this model, students tend to be more excited about their learning and as a result become more self-reliant and successful.

The research on project based learning is strongly supported by other lines of research. The Wisconsin Center for Education Research, in their five-year national longitudinal study, identified authenticity in student work as a major factor in raising student achievement (Newman, Secada, Wehlage, 1995). Authenticity is the result of asking students to accomplish tasks similar to tasks adults are required to do in their work, civic, or personal life. This definition is completely consistent with the approach taken in project based learning. Most importantly, the researchers found that African-American students in urban areas had higher gains as the result of authentic work than any other group

studied (Newman, 1996). Hattie, also identified problem based teaching, an approach very closely related to project based, as having an effect size of .61 indicating it is strongly correlated to higher student achievement (Hattie, 2012).

The Plan

All students will be equipped with a Chromebook and access to an online curriculum that is largely focused on literacy skills and aligned to the common core state standards and the Michigan Merit Curriculum. The curriculum we will use is MAISA and the coursework is based on the Oakland Opportunity Academy courses. The major modifications to the courses are the addition of projects that require students to demonstrate their mastery of the content through real-world applications and a greater emphasis on writing skills.

Students will be able to access their coursework at any time, be able to easily access instructional support, monitor their own progress against learning goals identified in consultation with their teacher, and submit work for quick and meaningful feedback. The Oakland Opportunity Academy courses in conjunction with the use of Chromebooks make this possible. Other important shifts in the way instruction is delivered are also essential for this plan. By using projects as a vehicle for student work the teacher will be able to adjust curriculum as well as assessment and instructional resources as the learning needs of the student dictate. For example, a project can be modified to emphasize one learning outcome over another. The way a student demonstrates their learning from their project can also be modified and a teacher can bring different instructional resources to better assist a student in completing a project.

The classroom under this plan will be much more of a learning lab than the traditional high school classroom. Students will not all be working on the same course material at the same time. Some students may progress much more quickly through the course work and other students may need significantly more instructional support to be successful. The teacher may have groups of students working on a common project together during class while other students work individually. As we introduce this new online, project based approach to instruction we will utilize already created online tools such as the Khan Academy and Google Education Apps to provide extra resources to teachers in the classroom.

We will initiate the plan this January by selecting a small group of teacher leaders. Those teachers will receive training on a blended learning model with project based components, as well as Chromebooks and other online educational tools this winter. As an outcome of the training each of the teachers will develop one project for a course they teach and will use the projects in their classrooms this winter or spring. Each teacher will have a classroom set of Chromebooks that will allow the students to access the Oakland Opportunity Academy courses and the accompanying projects. The teacher leaders will meet on a bi-weekly basis with consultants who have expertise in blended and project based learning as well as in the subject areas the teachers represent. During the bi-weekly meetings they will discuss successes and challenges of teaching in a blended learning environment and receive further training.

In the summer these teachers will receive additional training in the blended model as well as elements of good coaching. They will then be utilized as coaches to their colleagues as we train the remainder of the staff in week long sessions on blended learning with project based components. As with the pilot, an outcome for these sessions will be that each teacher will have blended learning units and at least one project to use immediately in their classrooms. These projects will be added to the repertoire of projects that will be housed in Moodle.

In the fall of 2014 all core academic teachers will be working in a blended learning environment with project based components. Teachers will meet on district provided development days as professional learning communities to discuss the successes and challenges related to working in this environment. Outside consultants will be available to assist the professional learning communities as needed. We will also rely heavily on the teacher leader group to offer support to their colleagues in the professional learning communities. Throughout the school year we will continue to identify other teacher leaders and expand the leadership network within the high school program.

Summary

The goal of utilizing a blended educational approach is to maximize the opportunity for students to learn and retain knowledge given the time and resources available to them. Teachers become individual curriculum guides for the student once they become proficient in the blended learning model. By closely monitoring student achievement of the learning goals the teacher can make instructional adjustments when necessary for each individual student. Through the use of the Oakland Opportunity Academy courses integrated with project based learning units, teachers will have more time to assess individual student needs, and students will have the flexibility of learning at their own pace.

This model will not only improve communication and collaboration skills, but also truly engage students and begin to close the learning gap at

Pontiac High School.

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

Goal 1:

Literacy: All students at Pontiac High School will be proficient in writing skills.

Measurable Objective 1:

41% of All Students will demonstrate a proficiency in writing skills in English Language Arts by 06/15/2016 as measured by state and local assessments. Students not meeting proficiency including the special education population and other at-risk learners will receive additional support..

Strategy1:

Summarizing - All teachers will provide explicit instruction on summarization to help students organize their thinking and subsequent writing to demonstrate learning.

Research Cited: Robert Marzano's Meta Analysis of Instructional Strategies 2004-2008-Marzano Research Laboratory***

In the research by Robert Marzano (2000), the strategy of summarizing to fill in and translate information into a brief, synthesized form has been shown to have an effect size of 1.0 or 34 percentile points on student learning which puts it in the top nine most effective teaching strategies.

Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.www.all4ed.org/?les/WritingNext.pdf

The meta-analysis of the Carnegie Study, Writing Next places the strategy of Summarization (with explicit and systematic instruction) second in importance in its Eleven Elements of Effective Adolescent Writing Instruction.

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Activity - Content area coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional deliver around teacher/coach selected targets.	Professional Learning			08/26/2013	06/15/2016	\$0 - MI-Excel	Principal, Department Chairs, Content area coaches

Activity - Monitoring for Summarization Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The Principal and Department Chairs will monitor lesson plans and student sample work for summarization strategy inclusion.	Monitor			08/26/2013	06/15/2016	\$0 - No Funding Required	Principal and Department Chairs

Activity - Evaluation of Summarizing Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness collected from the ILC cycle. (Requirement 8)	Evaluation			09/16/2013	06/15/2016	\$0 - No Funding Required	Principal, Department Chairs, and members of the ILT

Activity - Professional Development for Summarizing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Ongoing training will be provided to improve teacher understanding around explicit instruction for summarizing as evidence of learning. Teachers will develop/select appropriate common rubric to use in summarization activities. Teachers will be trained using the professional text, Summarization in any Subject by Rick Wormeli using Title II money at \$30 per book for 100 books.	Professional Learning			08/26/2013	06/15/2016	\$3000 - Title II Part A	Principal, Department Chairs, members of the ILT

Strategy2:

Cornell Note Taking - All teachers will provide explicit instruction on Cornell Note Taking in all content areas. Cornell Notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at-risk learners will receive additional support in Language! intervention class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies and ELL tutors.

Research Cited: How to Study in College 7/e by Walter Pauk, 2001 Houghton Mifflin Company****Purpose of Cornell Note Taking:

The Cornell or the Two Column Note Taking strategy (Pauk 2001) helps students determine importance and to self-question as they read, comprehension strategies that effective readers use to make sense of text. The strategy provides students with a system for organising information in a useful format. Students identify the main ideas and important information of a topic, a prerequisite to developing insight, by writing the main points in one column and supporting or essential details in a second column. Underneath these columns students then

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write a one or two sentence summary to encapsulate the main ideas. These notes then act as a study guide for students.

Robert Marzano's Meta Analysis of Instructional Strategies• Marzano, Robert J, Debra Pickering, and Jane E. Pollock. Classroom Instruction That Works: Research-based Strategies for Increasing Student Achievement. Alexandria, Va: Association for Supervision and Curriculum Development, 2001. Print. 2004-2008-Marzano Research Laboratory***

Abstract:• Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

Activity - Professional Development for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate in ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking Strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion of Cornell Note Taking. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			08/15/2012	06/30/2014	\$0 - No Funding Required	Principal, Department Heads, Instructional Leadership Team (ILT) members

Activity - Monitoring for Cornell Note taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and department chair will monitor lesson plans for strategy inclusion. Scheduled collection of student artifacts to support the instructional delivery and student usage of Cornell Note Taking will be requested by the Principal and Department Chairs and analyzed for continuous improvement by the ILT. Data will be used to determine ongoing needs and activities to support the strategy. (Requirement 6)	Monitor			02/01/2013	06/15/2016	\$0 - No Funding Required	Principal, Department Chairs, and members of the ILT

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Activity - Content area coaching/Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Activity - Content Area Coaching/Summarization	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Content area coaches, Principal, and Department Chair

Activity - Evaluation of Cornell Note Taking Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will use the data collected to further review strategy activities to identify possible needs for additional training as part of the ILC cycle. (Requirement 8)	Evaluation			02/01/2013	06/15/2016	\$0 - No Funding Required	Principal, Department Chairs, members of the ILT

Strategy3:

Research based instructional strategies for improving writing skills: Writing Process within informational writing modes. - All content area teachers will provide explicit, direct instruction in the steps of the writing process and provide ongoing opportunities for students to engage in the process of creating finished writing products focusing on the modes of informational writing (informational/explanatory, argumentative and constructed response through a viable curriculum. In addition, ELA teachers in grades 10, 11, and 12 will pilot the implementation of the Common Core Informational Writing Unit.

Research Cited: Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools-A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. www.all4ed.org/?les/WritingNext.pdf on ****Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education. © 2010 by Carnegie Corporation.

Abstract: In the Carnegie Study, Writing Next, lists Process Writing ninth in its Eleven Elements of Effective Adolescent Writing Instruction. Process Writing is a number of writing instructional activities that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

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Activity - Evaluation of the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will look at data from student work samples to determine student and teacher needs and identify differentiated activities to support student learning. (Requirement 6)	Evaluation			09/15/2014	06/30/2016	\$0 - No Funding Required	Principal, Department Chairs, members of the ILT

Activity - Monitoring for the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and department chairs will monitor lesson plans for the strategy inclusion of the writing process and modes of informational writing. The ILT will survey instructional staff for level of understanding around the strategy and indications of additional training needs. Activities will be reviewed and additional activities may be added for enrichment and differentiation according to the ILC process. (Requirement 7)	Monitor			09/15/2014	06/30/2016	\$0 - No Funding Required	Principal, Department Chairs, ILT members

Activity - Content Area Coaching for the Writing Process	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. Teachers will use collaboration time in working with content coaches to examine student samples collected from the ILC cycles. Differentiated activities will be developed as enrichment and intervention. (Requirement 8)	Professional Learning			09/23/2013	06/30/2016	\$0 - MI-Excel	Principal, Department Chairs, Content area coaches

Activity - Professional Development for the Writing Process Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive training around the steps of the writing process and the appropriate implementation of writing within specific content areas. ELA teachers will work with Content Coaches to plan and develop PD for other content areas in the writing process strategy to support implementation of the plan. (Requirement 4)	Professional Learning			08/25/2014	06/30/2016	\$0 - Title II Part A	Principal, Department Chairs, ILT members, Content Coaches

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Activity - Professional Development for Informational Writing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive training around the appropriate implementation of writing in the modes of informational/explanatory and argumentative writing as well as constructed response.	Professional Learning			01/15/2015	06/15/2016	\$0 - Title II Part A	Principal, ELA Department Chair, External consultants

Goal 2:

Literacy: All students at Pontiac High School will be proficient in reading.

Measurable Objective 1:

44% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/15/2016 as measured by state and local assessments. Students not meeting proficiency including special education population and other at-risk learners will receive additional support..

Strategy1:

Cornell Note Taking - All teachers will provide explicit instruction on Cornell note taking in all content areas. Cornell notes will be used to help students draw conclusions from reading in order to organize their thinking and subsequent writing to reinforce learning. The special education population and other at risk learners will receive additional support in Language intervention class and reading and writing skills building classes such as Reading Strategies/Test Taking Strategies.

Research Cited: Reading Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools – A Report to the Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education.[www.all4ed.org/? les/WritingNext.pdf](http://www.all4ed.org/?les/WritingNext.pdf) ***

Marzano, R. and Pickering, D. (2001). Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement. Alexandria, VA: Association for Supervision and Curriculum Development.

Cornell Notes ensure that students reinforce learning and retention of content which has been proven to have high leverage on student learning. This strategy integrates 4 of the highest leverage strategies in Robert Marzano's top 10 (summary note taking, advanced organizers, compare/classify, and vocabulary).

***How to Study in College 7/e by Walter Pauk, 2001 Houghton MifflinCompany

Cornell Note Taking, developed by Walter Pauk at Cornell University in the 1950's, helps students determine importance and self-question as they read and organize information in a useful format allowing them to summarize the main ideas of the text.

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Activity - Content Coaching for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in bi-weekly PLC planning sessions in collaboration with teachers as part of the ILC. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			02/01/2013	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches

Activity - Monitoring of Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principal and department chair will monitor lesson plans for strategy inclusion. Scheduled collection of artifacts to support the instructional delivery and student usage of Cornell Note Taking will be requested by the Principal and Department Heads and analyzed for continuous improvement by the ILT. Data will be used to determine ongoing needs and activities to support the strategy. (Requirement 6)	Monitor			02/01/2013	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Activity - Professional Learning for Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for Cornell Note Taking strategies. Teachers will learn to use the ILT created rubric for scoring the summarization portion. PD around using the Cornell Note Taking summarization rubric and collecting student data will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			08/15/2012	06/06/2013	\$0 - Title II Part A	Principals, Department Chairs, ILT members

Activity - Evaluating of Cornell Note Taking	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The ILT will use the data collected to further review strategy activities and identify possible needs for additional training as part of the ILC. (Requirement 8)	Evaluation			02/01/2013	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Strategy2:

Close and Critical Reading - Teachers will implement close and critical reading strategies to help students improve reading comprehension: active reading/text coding, four (4) essential questions, annotating the text and analyzing text structure, through the use of a viable curriculum

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Research Cited: Fisher, Douglas, William G. Brozo, Nancy Frey,, Gay Ivey. 50 Instructional Routines to Develop Content Literacy. 2 Ed. Pearson. 2010. 168 pp.

Fifty research/evidence-based instructional routines useable across content areas: when and why a particular approach should be used, practical examples, specified literary focuses for each strategy (before, during, after reading), recommended actions that will foster comprehension (think alouds, Question-Answer Relationships, word walls, specific examples for each content area.***Pearson, P. David, LR. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. What Research Has to Say about Reading Instruction, 2nd Edition. Newark, DE: International Reading Association. Pp. 1-26. Appendix-Additional Research.

Examines the development of expertise in reading comprehension processes and work on effective approaches to instruction—to build an instructional model for teaching reading comprehension strategies. It views "teacher as text" as discussion is encouraged as a means to promote student understanding of complex concepts along with opportunities for motivation. This process requires flexibility, adaptability and problem-solving skills to use as understandings that students bring to and take from the instructional experience are encouraged and applied to new information as it evolves into new knowledge. ***

Fisher, Douglas, Nancy Frey. Improving Adolescent Literacy: Content Area Strategies at Work, 3rd Ed. Pearson. 2011. 216 pp.

Helps students work toward mastery of literacy and comprehension of content area texts by providing specific strategies that focus on English language learners and struggling readers, technologies to enhance teaching, research base of current sources of support and readings for each strategy, show how various formal and informal assessments can gauge progress.***Biancarosa, G. & Snow, C.E. (2004). "The Fifteen Key Elements of Effective Adolescent Literacy Programs", Reading Next: a vision for action and research in middle and high school literacy. Pp12-22. A report to the Carnegie Corporation of New York, Washington DC: Alliance for Excellent Education.

This document reflect the findings of a panel of five nationally known and respected educational researchers who met in spring 2004 with representatives of Carnegie Corporation of New York and the Alliance for Excellent Education.

Activity - Evaluating Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. This data will be used to determine the next course of action. (Requirement 6)	Evaluation			01/27/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Activity - Monitoring of Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principals and department chairs will monitor lesson plans for strategy inclusion	Monitor			09/15/2015	06/15/2016	\$0 - No Funding Required	The principals, department chairs and ILT members will analyze student work samples to develop data around teacher participation and strategy effectiveness. samples to develop data around teacher participation and strategy effectiveness.

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Activity - Evaluating Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will analyze selected student artifacts to determine the effectiveness of the strategy implementation and the frequency of use by teachers to determine additional support necessary. ELA teachers will be assigned to the various content areas to provide support for others teachers.	Evaluation			09/23/2013	06/16/2016	\$0 - No Funding Required	Principals, department chairs, ILT members

Activity - Professional Learning: Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will learn and implement the Close and Critical Reading Protocol/ Text Structure in all content areas. Coaches will provide support with the inclusion of the strategy in common planning, instructional delivery, assessment development/data collection and analysis. There will be ongoing training to further teacher understanding around explicit instruction for the Text Structure strategy. Usable material will be provided for teachers.	Professional Learning			01/20/2014	06/15/2016	\$0 - Title II Part A	Principals, Department Chairs, ILT Members

Activity - Monitoring for Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Continuous collection of student artifacts to be used to formulate data around student growth and effectiveness of strategy use as a Before and During reading activity.	Monitor			09/24/2012	06/15/2016	\$0 - No Funding Required	Principal, department chairs, ILT members

Activity - Content Coach Support for Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Work will also be done with content area teachers with text structure activities and materials. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning			01/27/2014	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches, Teachers

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Activity - Content Coach Support for Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis surrounding the use of this strategy. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 7)	Professional Learning			09/15/2015	06/15/2016	\$0 - MI-Excel	Principal, department chairs

Activity - Content Coaches to Support Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			09/24/2012	06/15/2016	\$0 - MI-Excel	Principal, department chairs, content coaches

Activity - Supplemental Literacy Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS content teachers will conduct 30 - 60 minutes of daily supplemental instruction.	Getting Ready		Getting Ready	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff

Activity - Professional Learning for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training to further teacher understanding around explicit instruction for the use of strategy to implement the CCSS and MDE Standards. Content Coaches support teachers in preparing lesson ideas and materials for the classroom implementation. All teachers will be provided with materials on the (4) Essential Questions from Michigan Mission Possible Literacy website that provides specific instructional information drawn from various researched sources and will be critical to the implementation of the plan. (Requirement 4)	Professional Learning			01/28/2013	06/15/2016	\$0 - Title II Part A	Principal, ILT members, department chairs. ELA department will take the lead with other content area teachers.

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Activity - Monitoring of Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers will submit weekly lesson plans that demonstrate use of the four essential questions in conjunction with the ongoing active reading strategy implementation. Submissions will be monitored for inclusion of this strategy by the administrators and department chairs to develop data around the use of this strategy. (Requirement 8)	Monitor			09/23/2013	06/15/2016	\$0 - No Funding Required	Principal, department chairs, ILT members

Activity - Monitoring of Text Structure	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The principals and department chairs will monitor lesson plans for strategy inclusion as before and during reading activity	Monitor			01/27/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Activity - Evaluating Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal, department chairs, ILT members will review and analyze teacher implementation data from bi-weekly collection. ILT members will review an identified sampling of student artifacts to develop data noting the incremental improvement in student progress, teacher implementation and the effectiveness of the strategy. (Requirement 6)	Evaluation			09/24/2012	06/15/2016	\$0 - No Funding Required	Principal, department chairs, ILT members

Activity - Professional Learning for Annotating the Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
There will be ongoing training in what annotating text means, methods of using the strategy, how to use explicit instruction to implement the close and critical reading protocol for annotating text (marking, highlighting, etc) aligned to the CCSS to increase student comprehension of complex text.	Professional Learning			09/15/2015	06/15/2016	\$0 - Title II Part A	Principals, department chairs

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Activity - Content Coach Support for Four (4) Essential Questions	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content Coaches will provide support with inclusion of four essential questions during PLC with common lesson planning, assessment development/ data collection and analysis, as well as instructional delivery through individual coaching support for curriculum use around teacher/coach selected targets. (Requirement 8)	Professional Learning			01/23/2012	06/16/2016	\$0 - MI-Excel	Principal, department chairs

Activity - Evaluating of Annotating Text	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The ILT will analyze student work samples to develop data around teacher participation and strategy effectiveness. The data will provide information on the understanding and use of the strategy. The ILT will determine if additional inservice is needed for instructional staff concerning the use of explicit instruction to enhance student understanding of the strategy use. (Requirement 6)	Evaluation			09/15/2015	06/15/2016	\$0 - No Funding Required	Principals, department chairs, ILT members

Activity - Literacy Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Intervention Specialist will work with students during the day to increase student achievement	Getting Ready			08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Intervention Specialist

Activity - Professional Learning: Active Reading/Text Coding	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive ongoing training in the Close and Critical Reading skill of Active Reading/Text Coding to understand the knowledge needed to implement this reading comprehension skill set. This professional development is critical to support the implementation of this strategy (Requirement 4). Content area coaches will provide support as teachers incorporate the strategy in lesson planning, instructional delivery, assessment development/data collection and analysis. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets.	Professional Learning			09/24/2012	06/15/2016	\$0 - Title II Part A	Principal, department chairs, members of ILT

Strategy3:

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Vocabulary Development - Provide explicit Instruction and repeated exposure to new words in multiple contexts and allow sufficient opportunities to use new vocabulary in a variety of context through activities such as discussion, writing, extended reading and project development. Vocabulary development is critical to enhancing reading comprehension. (Requirement 4)

Research Cited: Marzano, Robert. Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction. ASCD, 272 pp. Based on 30 years of research and successful school implementations, Marzano and Pickering provides a manual of 8000 potential words and a systematic, practical way to assist students master essential academic vocabulary and concepts of a given subject area that enhance student comprehension and achievement. All terms are extracted from national standards documents, across 11 content areas, organized by grade spans. The source provides a six-step process for direct instruction to maximize learning of subject area vocabulary by:

***Marzano, Robert J (2004). Building Background Knowledge for Academic Achievement: Research on What Works in Schools. Alexandria, VA: ASCD. Marzano, Robert, Debra Pickering. Building Academic Vocabulary: Teachers Manual (Implementation), 164pp. This text, a meta-analysis drawing from 35 years of research, examines the insufficient background knowledge as a chronic cause of low achievement for students from disadvantaged backgrounds. In response to this challenge two areas of instruction are advanced as potential for improvement: increased silent reading and instruction in subject-specific vocabulary. This theory is advanced as a method of improvement for all students when instruction includes definitional and contextual information as students are involved in deeper processing.

***Daniels, Harvey, Steven Zemelman. Subjects Matter: Content Area Reading. Portsmouth, NH: Heinemann, 2004. This text elaborates on the usefulness of content-area reading for math, science, and history teachers. It includes activities and material that energize content and engage students across subject areas. The authors deal with the analysis of textbooks and how to use them, how to balance literacy in the classroom, help for struggling readers (materials), scientific proof that certain activities improve reading, reading strategies that can be used across the curriculum, and using a wide range of reading with an established purpose. Additional recommendations are given for reading research.

Activity - Professional Learning for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<p>All instructional staff will receive initial training in the explicit instruction and implementation of Vocabulary Development activities. There will be ongoing training to further teacher understanding around the research-based instructional delivery and student expectation for vocabulary strategy which will include differentiation by content, process, and product and small group settings for instruction.</p> <p>Building Academic Vocabulary: Teachers Manual. \$30.00 x 100= 3000 The accompanying videos will be used during PD. 250</p>	Professional Learning			03/01/2014	06/15/2016	\$3250 - Title II Part A	Principals, Department Chairs

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Activity - Content Coaching for Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis. Through support of the PLC, grade level teachers will incorporate the strategy in common lesson plans, assessments. Student data collection/analysis from these formative assessments will be used to determine the need for continuous instruction and/or additional use. Coaches also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected targets. (Requirement 8)	Professional Learning			03/01/2014	06/15/2016	\$0 - MI-Excel	Principals, Department Chairs, Content Coaches

Activity - Monitoring of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will include Vocabulary Development activities within their weekly lesson plan submissions that will be reviewed by department chairs and building administrators by means of an ILT developed checklist. Vocabulary activities will be done weekly, selectively produced as student artifacts monthly to the ILT.	Monitor			03/01/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Activity - Evaluating of Vocabulary Development	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will review an identified sampling of student artifacts to develop data noting regular vocabulary (academic/content) instruction. In addition, the collected data will be used to determine the effectiveness of the strategy use and whether additional pd is needed to enhance instruction. (Requirement 6)	Evaluation			03/01/2014	06/15/2016	\$0 - No Funding Required	Principals, Department Chairs, ILT members

Goal 3:

Climate and Culture: Pontiac High School will have a learning environment that supports all students academically and socially.

Measurable Objective 1:

collaborate to create caring relationships and demonstrate culturally competent understandings and methods when interacting with and/or instructing all students and identified student groups by 06/30/2015 as measured by improvement of 10% or greater on surveys, assessments, and identified program and process data.

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Strategy1:

Staff, Parent, Community Roles-Family and Community Partnerships - Pontiac High School will provide venues to invite active participation and encourage engagement of family and community members in the educational programs of the school.

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

Sanders, M.G. (2005) Building School-Community Partnerships: Collaboration for student Success. Thousand Oaks, CA: Corwin Press.

Activity - Monitoring and Evaluation: Feedback on Parent Outreach	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will obtain feedback from participants following parent/family workshops and activities and will study the results along with other evidence to evaluate the effectiveness of these activities.	Parent Involvement			10/01/2013	06/30/2015	\$0 - No Funding Required	District, Building staff, Oakland Schools

Activity - Implementation: Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	School Improvement Facilitators, Content and Instructional coaches, OS consultants in conjunction with administration, administrators, and building staff

Activity - Implementation: Parent Family Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school will hold regular/frequent meetings with parents/families to provide useful information in areas that include, but are not limited to: instructional programs/services, health and safety issues, and academic achievement, parent strategies for at-home involvement and student development.	Parent Involvement			10/01/2013	09/30/2015	\$0 - Title I Part A	Administrators, Building Staff, Content Coaches, School Improvement Facilitator, OS consultants, PD providers

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Activity - Implementation: DHS Partnership	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will partner with the Department of Human Services (DHS) to help parents resolve issues of attendance, tardiness, and other barriers to a successful academic experience.	Behavioral Support Program			02/26/2014	06/30/2014	\$0 - No Funding Required	Administration, Building Staff, DHS workers, PBIS team, Superintendent's Challenge Team, School Improvement Facilitator, OS Consultant

Activity - Implementation: Parent Friendly Communications	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
When preparing documents and resources for parents/families, PHS will use parent-friendly language, free of educational jargon, to be easily understood by everyone, allowing parents to be active participants and contributors in their children's education.	Parent Involvement			10/01/2013	09/30/2015	\$0 - No Funding Required	District and building staff, counselors, ancillary staff, parent volunteers

Strategy2:

Effective Behavior Supports - Pontiac High School will implement effective behavior support systems that are proactive, positive, skill building approaches for the teaching and learning of successful student behaviors to improve the climate and academic culture.

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

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

Horner, R.H., Todd, A., Lewis-Palmer, T., Irwin, L., Sugai, G. & Boland, J. (2004). The school-wide evaluation tool (SET). A research instrument for assessing school wide positive behavior support. *Journal of Positive Behavior Intervention* 6 (1) 3-12).

Cheney, D., Flower, A., Templeton, T. (2008). Applying response to intervention metrics in the social domain for students at risk for antisocial behavior. *Behavioral Disorders*, 29, 396-409.

Activity - Monitoring and Evaluation: Data Teams-Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS staff will review aggregate student outcome data to determine the percentage of students meeting their goals within their intervention support and will make adjustments to the interventions or identify new interventions, as needed to improve attendance, tardiness, and behavior referrals.	Behavioral Support Program			10/01/2013	09/30/2015	\$0 - No Funding Required	Administration, Building staff, PBIS team, Superintendent's Challenge team

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Activity - Monitoring and Evaluation: Monitoring Progress	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS will monitor student attendance, tardiness, and academic progress, using MI Star, and will adjust interventions and supports, as needed.	Behavioral Support Program			01/06/2014	06/30/2014	\$0 - No Funding Required	Administration, Building Staff, PBIS team, Superintendent's Challenge Team

Activity - Administration, PBIS team, Superintendent's Challenge team, OS Consultants, Probation Officer, County supports, School Improvement Facilitator, OS consultants	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administration, PBIS team, Superintendent's Challenge team, OS Consultants, Probation Officer, County supports, School Improvement Facilitator, OS consultants	Behavioral Support Program			10/01/2013	09/30/2015	\$0 - No Funding Required	Administration, PBIS team, Superintendent's Challenge team, OS Consultants, Probation Officer, County supports, School Improvement Facilitator, OS consultants

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	Administration, Teachers, School Improvement Facilitators, Coaches

Activity - Monitoring and Evaluation: Mentors and Advisors	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff assigned as mentors and advisors to "at-risk students" will keep contact logs and intervention notes. Data will be analyzed to look for correlations between contact, length of contact, and intervention strategy, positive behavior changes, and decrease in referrals.	Behavioral Support Program			11/01/2013	06/30/2014	\$0 - Title I Part A	Administration, Building staff, School Improvement Facilitator, Os Consultants

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Goal 4:

Numeracy: All students will demonstrate proficiency in Mathematics.

Measurable Objective 1:

A 37% increase of All Students will demonstrate a proficiency solving critical thinking problems through multiple step processes in operations, proportions/similarity, functions, and linear equations in Mathematics by 09/30/2016 as measured by state and local assessments, NWEA, (including the special education population and other at-risk learners).

Strategy1:

Differentiated Instruction - Staff will incorporate differentiated instruction techniques, including flexible grouping, interventions and extensions, that are designed and/or selected based on formative/summative assessment results to meet the needs of all students.

Research Cited: Yackel, Cobb, Wood 1991. "Small-Group Interactions as a Source of Learning Opportunities in Second Grad Mathematics" Handbook of Research on Improving Student Achievement by ERS p. 163, 167, & 172. Using small groups of students to work on activities or problems can increase student mathematics achievement.

Activity - Monitoring and Evaluation: Monitoring Implementation of DI	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will monitor the implementation of differentiation strategies through the review of lesson plans, conducting walk-throughs, and evaluations, in order to determine the professional learning needs of teachers. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of improvement plans and the impact on student learning.	Monitor			01/06/2014	09/30/2015	\$0 - No Funding Required	Building administrators

Activity - Monitoring and Evaluation: Data Teams-Collecting Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect student artifacts to analyze and reflect on mathematical understandings as a result of implementing differentiation strategies including flexible grouping, interventions and extensions, and also, after-school academic programs.	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - No Funding Required	Teachers, Instructional and Content Coaches, Intervention Teachers, Special-Education Teachers

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Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will participate in extended learning opportunities on field trips that teach financial literacy. Students will attend the Junior Achievement Financial Park and Crestmark Bank Life Unplugged	Monitor		Monitor	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

Strategy2:

Implementing a Standards Based Curriculum - Teachers will implement a standards based curriculum, set by the district, in their lesson plans to improve and deepen student understanding of mathematical concepts.

Research Cited: Marzano, R.J. (2000). A new era of school reform: Going where the research takes us. Aurora, CO: Mid-continent Research for Education and learning. (ERIC Document reproduction service No. ED4542555) A "guaranteed and viable curriculum " provides students with "time" and an "opportunity to learn."

Activity - Monitoring and Evaluation: Walkthroughs	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will collect data on instruction (walk throughs, surveys, evaluations, and other monitoring activities) to assess the quality of instruction and alignment to the district's curriculum and to determine the professional learning needs of staff.	Walkthrough			10/01/2013	06/30/2015	\$0 - No Funding Required	Building administration, Instructional and Content coaches, SIF

Activity - Monitoring and Evaluation: Lesson Plan Alignment	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
<ol style="list-style-type: none"> Designated administrators will review lesson plans to monitor alignment of learning targets and activities to the district curriculum and to verify horizontal alignment across teachers teaching the same grade level and course. Grade level administrators will monitor the implementation of the lesson plans as they do walk-throughs and evaluations. PLC data teams will collect data in each grade level/subject area. PLC data teams will create an item analysis for each grade level/subject area to review and use for instructional planning. 	Teacher Collaboration			10/01/2013	09/30/2015	\$0 - No Funding Required	Building Staff, Administration

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Activity - Monitoring and Evaluation: Student Artifacts	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will collect student artifacts and will collaboratively review and analyze student work, using the data as feedback to reflect on the implementation of strategies learned through professional development and the impact of instruction on student learning.	Teacher Collaboration			01/06/2014	06/30/2015	\$0 - No Funding Required	Teachers, building staff, administration, coaches

Strategy3:

Multiple Representations: Charts and Graphs - All instructional staff will implement the use of multiple representations (i.e. charts, graphs, equations, tables, verbal descriptions, drawings, manipulatives, content vocabulary, etc.) to help students understand and make connections between different mathematical concepts.

Research Cited: Mosely and M. Brenner. "Using Multiple Representations for Conceptual Change in Pre-Algebra: A Comparison of Variable Usage with Graphic and Text Based Problems"., 1997, (Washington, D.C.) U.S. Department of Educational Research ERIC.

Hegarty, M. and Kozhevnikov, M. (1999) "Types of Visual-Spatial Representations and Mathematical Problem Solving". Journal of Educational Psychology v91, no. 4, p.684-689.

Activity - Monitoring and Evaluation: Data Teams-Analyzing Student Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will, with the support of Mathematics Instructional Coaches and OS content Coaches, interpret data from student artifacts and design approaches to improve student achievement through instruction. Data will be collected and reviewed, at least quarterly, by PLCs and school administration to monitor implementation of improvement plans and measure the impact on student learning.	Teacher Collaboration			02/26/2014	09/30/2015	\$0 - No Funding Required	Teachers, building staff, instructional and content coaches, administrators.

Activity - Monitoring and Evaluation: Data on Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Administrators and staff will collect data on instruction to monitor implementation of the district's curriculum and effectiveness of instruction and will use the data to identify and provide professional supports to teachers. Data will be aggregated and reviewed, every marking period/according to the ILC, to monitor the impact of instruction on student learning.	Walkthrough			10/01/2013	09/30/2015	\$0 - Title II Part A	Teachers, Instructional and Content Coaches, Administrators

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Activity - Monitoring and Evaluation: Evidence of Multiple Representations	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will look for evidence that students are using multiple representations to solve mathematics problems and will monitor students' learning and provide feedback to guide students' to build deeper understandings.	Direct Instruction			10/01/2013	09/30/2015	\$0 - No Funding Required	Teachers, Instructional and Content Coaches

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			08/26/2013	09/30/2015	\$0 - MI-Excel	Administration, Teachers, Building Support Staff, Content-Area Coaches

Goal 5:

Science: All students will demonstrate proficiency in Science.

Measurable Objective 1:

28% of All Students will demonstrate a proficiency in scientific processes & biological, chemical and physical science concepts including students performing below grade level (bottom 30%) & other targeted populations (students with disabilities, ELL, alternative ed., economically disadvantaged) in Science by 06/30/2015 as measured by state and local assessments (NWEA 2-12).

Strategy1:

Science Inquiry- Based Curriculum - Science teachers will implement a viable inquiry-based curriculum aligned to the State and National Science Standards.

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional Model: Origins and Effectiveness.

Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

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Activity - Evaluating Inclusion of Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
ILT members will analyze selected student artifacts to determine the effectiveness of the strategy implementation and collect data on the frequency of use by teachers to determine additional support necessary. Department chair will provide ongoing support for teachers.	Evaluation			09/30/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair, ILT members

Activity - Content Coach Support for Inquiry-based Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science Content Coach will provide support with the inclusion of inquiry-based instruction during PLCs when used for common planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			12/01/2013	06/30/2016	\$0 - MI-Excel	Principal(s), science department chair, science teachers

Activity - Professional Development: Inquiry-Based Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will have on-going professional development to further teacher understanding of inquiry-based curriculum.	Professional Learning			03/03/2014	06/30/2016	\$0 - Title II Part A	Principal, science department chair and external science consultant

Activity - Monitoring Inquiry-based Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All science teachers will submit weekly lesson plans that demonstrate use of inquiry-based instruction. Submissions will be monitored for inclusion of this strategy by the administrators and science department chair to develop data around the use of this strategy.	Monitor			09/01/2014	06/30/2016	\$0 - No Funding Required	Principal, science department chair

Strategy2:

Numeracy Knowledge - Science teachers will implement researched-based instructional strategies to increase numeracy for application in science (formulas, data, use of charts and graphs).

Research Cited: Anne Egger, Ph.D., Anthony Carpi, Ph.D. "Data Analysis and Interpretation" Vision learning Vol. POS-1 (1), 2008. This research

supports how scientists collect and record data, find patterns in data, explain those patterns, share research with larger scientific community.

Yore, L., Hand, B., & Florence, M. (2004). Scientists' views of science, models of writing, and science writing practices. Journal of Research in Science Teaching, 41,

338-369. This research supports the need for scientific documentation of learning through writing.

National Research Council. (2005). How students learn: History, mathematics and science in the classroom, A targeted Report for Teachers.

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M Donovan & J. Branford

(Eds.), Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academy Press. This research offers support for the importance of providing evidence for claims and arguments in science.

Activity - Monitoring: Increase in Science-based Numeracy	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Assessment results will be used to guide instruction/intervention and common lesson planning (PLCs). Teachers must include numeracy-based activities in weekly lesson plans.	Monitor			09/15/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair

Activity - Content Coach Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science content coach will provide support with the inclusion of numeracy during PLCs when used for common planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			09/15/2014	06/30/2015	\$0 - MI-Excel	Principal(s), science department chair, content coach, teachers

Activity - Evaluation: Numeracy Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Embedded assessment data will be collected, analyzed, and aggregated at least quarterly to measure frequency of use and evidence of effectiveness.	Evaluation			09/15/2014	06/30/2015	\$0 - No Funding Required	Principal(s), ILT members

Strategy3:

Research-based Instructional Strategies - Science teachers will implement research-based instructional strategies to enhance student engagement in learning.

Research Cited: Bybee, R., Taylor, J. A., Gardner, A., Van Scotter, P., Carlson, J., Westbrook, A., Landes, N. (2006). The BSCS 5E Instructional

Model: Origins and Effectiveness. Colorado Springs, CO: BSCS. This research supports the instructional strategy inherent in an inquiry based curriculum.

National Research Council. A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC: The National Academies Press, 2012. This research supports an inquiry based science curriculum.

National Science Education Standards (NRC, 1996), Inquiry and the National Science Education Standards (National Research Council [NRC], 2001a) This research supports best practice instructional strategies that guide successful science instruction in the classroom.

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Activity - Monitoring: Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal/ science department chair will check weekly lesson plans, conduct informal observations, and use data to determine levels of understanding of strategies and implementation. Student progress will be monitored through data collected and analyzed through the PLCs. Student Progress (PLCs): ILC based on assessment results; use of data to monitor learning.	Monitor			09/15/2014	06/30/2015	\$0 - No Funding Required	Principal(s), science department chair

Activity - Professional Development: Effective Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science teachers will receive training around the writing of scientific lab reports; classroom discourse; engaging in arguments from evidence; developing and using models; constructing explanations (constructed response); obtaining, evaluating and communicating information; designing and carrying out investigations; and engaging students..	Professional Learning			03/03/2014	06/30/2016	\$0 - Title II Part A	Curriculum director, Principal(s), Science department chair

Activity - Content Coaching Support for Research-based Instructional Strategy Use	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Science content coach will provide support with the inclusion of researched-based instructional strategies during PLCs when used for common lesson planning, assessment development/data collection and analysis, as well as instructional delivery through individual coaching support around teacher/coach selected targets.	Professional Learning			12/01/2013	06/30/2016	\$0 - MI-Excel	Principal(s), science department chair, science teachers

Activity - Extended Learning Opportunity	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PHS students will participate in extended learning opportunities participating in field trips to The Henry Ford: Biology Outdoor Living, Sustainability: Environmental Management and Responsible Manufacturing. Chemistry: Test Drive Smart Tools. Physics: Technology and Engineering in Auto Racing. Entrance fees and transportation cost to be covered.	Monitor		Monitor	08/04/2014	06/30/2015	\$0 - Title I Schoolwide	Building Staff Tutors

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Activity - Evaluation of the Use of Instructional Strategies	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Principal(s) evaluations, ILT members will collect assessment results and use data to monitor effectiveness and volume of strategy use. Data will be aggregated quarterly to address SIP.	Evaluation			11/01/2013	06/30/2015	\$0 - No Funding Required	Principal(s) and ILT members

Strategy4:

Instructional Strategies to Increase Content Literacy - Science teachers will implement researched-based instructional strategies to increase students' content literacy.

Research Cited: Meyer, B.J.F., & Rice, G.E. (1984). "The Structure of Text." In P.D. Pearson, R. Barr, M.L. Kamil, & P. Mosenthal (Eds.), Handbook of Reading Research (pp.319-351).

New York: Longman This research supports the use of close and critical strategies to develop meaning from non-fiction text or other nonfiction resources.

Beck, I. L. & McKeown, M. G. (1991). Conditions of vocabulary acquisition. In R. Barr, M. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), Handbook of reading research

(pp. 789–814). Vol. II. White Plains, NY: Longman. This research outlines research approaches on vocabulary development in reading.

Activity - Evaluation: Content Literacy Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data collected from imbedded assessments will be aggregated and analyzed for frequency of use and level of understanding at least quarterly.	Evaluation			06/01/2014	06/30/2016	\$0 - No Funding Required	Principal(s), ILT members

Activity - Monitoring: Content Literacy Strategy Inclusion	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Student progress will be measured through the use of assessment results that will guide instruction/intervention planning (PLCs) with the support of content coaches. Literacy activities will be incorporated in weekly lesson plans reviewed by principal and department chair.	Monitor			06/01/2014	06/30/2016	\$0 - No Funding Required	Principal(s), science department chair

Goal 6:

Ed Reform: PHS will transform the system of teaching and learning to ensure that all students benefit from high quality instruction.

Measurable Objective 1:

demonstrate a proficiency to develop and increase school leadership and teacher effectiveness by 06/30/2014 as measured by district's educator evaluation system.

Strategy1:

Job-Embedded Professional Development - Teachers will collaborate with each other, external supports (coaches, consultants, providers),

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building and district leadership to engage in ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program.

Research Cited: Transformation Requirement

Activity - Implementation: Training of Trainers model	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building teachers will implement/engage in professional development through a Training of Trainers model for selected PD topics that support implementation of educational reform initiatives.	Professional Learning			10/01/2013	06/30/2015	\$0 - Other	District staff, building staff, ISD support, content and instructional coaches.

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			10/01/2013	09/30/2015	\$0 - MI-Excel	Administration, Teachers, Building support staff, School Improvement Facilitators, Coaches, Oakland Schools Consultants

Strategy2:

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

PHS will use rigorous, transparent, and equitable evaluation systems for teachers and principals. A collaborative process (between district, state, and school) will be used to create a teacher evaluation plan in the context of a evaluation environment that is supportive of ongoing professional learning.

Research Cited: Sate reform requirements.

Activity - Getting Ready: Teacher self-reflection and goal setting	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
The school leadership will incorporate opportunities for teacher self-reflection and goal setting into the evaluation system.	Recruitment and Retention			02/26/2014	08/31/2014	\$0 - Other	School leadership and administration

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Activity - Implementation: Evaluate Teachers	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will co-evaluate teachers with external evaluators.	Recruitment and Retention			02/17/2014	06/30/2014	\$0 - Other	Building administrators, external evaluators

Activity - Getting Ready: Staff preparation for new evaluation system	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will provide timely professional development to describe the new evaluation process, timelines, and expectations, including updates and changes as determined by MDE and PSD. District will provide teachers with copies of criteria for attaining tenure, Evaluation Rubrics and models, and other compliance mandates.	Recruitment and Retention			02/03/2014	06/30/2014	\$0 - Other	Building administrators

Measurable Objective 2:

collaborate to implement comprehensive instructional reform strategies to strengthen and enrich the academic program for all students and provide supplemental and/or specialized instruction for at-risk student populations by 06/30/2015 as measured by local and standardized assessments.

Strategy1:

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

Research Cited: Transformation requirement

Activity - Monitoring/Evaluating: Share Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Schools will share data on student academic progress with stakeholders and will display summary data in classrooms and/or the school, as appropriate, to make the progress of the school visible to the school community. (Data Walls, newsletters, websites, others as determined by the schools)	Academic Support Program			10/01/2013	06/30/2015	\$0 - Other	building staff

Activity - Getting Ready: Review Data	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School leaders will collect and review data on the delivered curriculum (SEC, instructional audits) to determine alignment to the expected curriculum (district's curriculum/state standards).	Curriculum Development			02/26/2014	06/30/2015	\$0 - Other	School leaders, building staff

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Strategy2:

Use of Data to Inform and Differentiate Instruction - Teachers will continuously use data to inform and differentiate instruction

Research Cited: TBA

Activity - Monitoring/Evaluating: PLC data sharing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
PLCs will gather, compile, and analyze aggregate student performance data monthly to monitor the progress of all students, grade spans, and student groups toward mastery of academic standards in a particular grade/course.	Teacher Collaboration			02/03/2014	06/30/2014	\$0 - Title I Part A	building staff

Activity - Monitoring/Evaluating: PLC data sharing	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
SI/Leadership Teams will study the data gathered on student/subgroup progress toward mastery of academic standards in order to monitor the implementation and effectiveness of the DIP/SIPs.	Teacher Collaboration			10/01/2013	06/30/2015	\$0 - Title I Part A	building staff

Activity - Monitoring and Evaluation: Survey of Enacted Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will participate, yearly, in completing the SEC. Teachers will use the data from the SEC to identify and implement research-based instructional programs, inform and differentiate instruction.	Academic Support Program			05/01/2014	09/30/2014	\$18300 - MI-Excel	All building staff

Activity - Monitoring/Evaluating: Identify Monthly Outcomes on Essential Skills	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers/PLCs will identify monthly outcomes on "essential skills", gather student performance data on mastery of identified skills, review progress and modify instruction, as needed, to support student learning. (B-5.3.1)	Teacher Collaboration			09/03/2013	06/30/2015	\$0 - Other	building staff

Strategy3:

Blended Learning - PHS will implement Blended Learning courses to raise student achievement by increasing engagement around clearly aligned curriculum and standards. Online learning paired with project-based learning will be the core instructional method(Curriculum Plan, Attachment 2)

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Research Cited: TBA

Activity - Coaching Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Improvement Facilitator and coaches, in collaboration with building administrators and teachers, will provide support to develop systemic, school-wide policies and procedures that will enhance student achievement through co-planning, delivery support, assessment development/data collection and analysis in PLC planning sessions as part of the ILC. SIFs and Coaches will provide support through the PLCs, ILCs, building staff meetings, common lesson planning sessions. School Improvement Facilitators and coaches will also provide individual coaching support around coachee/coach selected targets.	Professional Learning			02/26/2014	06/30/2015	\$0 - MI-Excel	Administration, Teachers, Building support staff, School Improvement Facilitators, Coaches, Oakland Schools consultants

Activity - Monitor/Evaluation: Student Progress and Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Pilot teachers, building administrators, and the OS project-based learning consultant will collect and analyze data on student learning (pre/post assessments) and on staff implementation of Blended Learning to assess the impact and inform the plan for expanded implementation in the fall of 2014.	Teacher Collaboration			03/24/2014	08/01/2014	\$0 - Other	building staff, OS project-based learning consultant

Goal 7:

Social Studies: All students will demonstrate proficiency in Social Studies.

Measurable Objective 1:

31% of All Students will demonstrate a proficiency in the areas of historical, economic & geographic perspectives in Social Studies by 06/30/2015 as measured by state and local assessments, including students who are performing below grade level (bottom 30%) & other targeted student populations (students with disabilities, English Learners, alternative education, economically disadvantaged).

Strategy1:

Content Area Literacy - Teachers will incorporate research-based instructional strategies to increase content area literacy in students.

Research Cited: Bain, R. B. (2000). Into the Breach: Using Research and Theory to Shape History Instruction. In Knowing, Teaching, and Learning History: National and International Perspectives. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History. In How Students Learn History, Mathematics, and Science in the Classroom. National Research Council. Washington, DC: National Academies

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Moje, E. B. & Speyer, J. (2008) The Reality of Challenging Texts in High School Science and Social Studies. In Hinchman, K. A., Sheridan-Thomas, H.K. (Eds.) Best Practices In Adolescent Literacy Instruction. (pp. 185-211). New York, NY: Guilford

Activity - Monitoring/Evaluating 1 Administrator Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will monitor classroom instruction and conduct walk-throughs, looking for evidence of embedded content area literacy practices. They will also provide feedback on PLC work and the implementation of the Instructional Learning Cycle. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/01/2015	\$0 - General Fund	building administrators, school leaders, district leaders

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Department Chairs, Teachers, Buiding Support staff, Instructional and Content-area coaches

Strategy2:

Best Practices for Engagement - Social Studies teachers will use best practice instructional strategies to increase student achievement and engagement while maintaining a high expectation for learning in Social Studies.

Research Cited: Stockdill, D. and Moje, E. (2013). Adolescents as Readers of Social Studies: Examining the Relationship between Youth's Everyday and Social Studies Literacies and Learning. Berkley Review of Education, 4(1), 35-68.

McTighe, J., Seif, E. and Wiggins, G. (2004). You Can Teach for Meaning. Educational Leadership, 62(1), 26-31.

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Activity - Monitoring/Evaluating 2 Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will conduct walk-throughs looking for evidence of student engagement as well as effective classroom instruction rooted in best practices. Additionally, building administrators will monitor professional behavior in PLC/ILC meetings and provide effective feedback of classroom instruction. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/30/2015	\$0 - General Fund	building administrators, school leaders, district leaders

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Department Chairs, Teachers, Building Support staff, Instructional and Content-area coaches

Activity - Monitoring/Evaluating 1 Professional Learning Communities	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content coach to continually use teacher implementation data and student results data to inform and differentiate instruction, reflect upon the quality of instruction and analyze evidence of student learning. This process is embedded in the Instructional Learning Cycle.	Professional Learning			01/01/2014	06/30/2015	\$0 - Title II Part A	social studies teachers, content coaches

Strategy3:

Evidence-based Thinking and Writing - Teachers will incorporate researched-based instructional strategies for teaching discipline-specific evidence-based thinking and writing.

Research Cited: Bain, R. B. (2000). Into the Breach: Using Research and Theory to Shape History Instruction. In Knowing, Teaching, and Learning History: National and International Perspectives. New York: New York University Press.

Bain, R. B. (2005). "They Thought the World Was Flat?" Applying the Principles of How People Learn in Teaching High School History. In How Students Learn History, Mathematics, and Science in the Classroom. National Research Council. Washington, DC: National Academies

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Monte-Santo, C. (2008). Qualities of Historical Writing Instruction: A Comparative Case Study of Two Teachers' Practices. American Educational Research Journal. Vol. 45 No. 4, pp. 1045-1079.

Activity - Content Area Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area coaches will provide support with planning, instructional delivery, assessment development/data collection and analysis in PLC planning sessions in collaboration with teachers as part of the ILC. Coaches will provide support through the PLC common lesson planning sessions. Coaches will also provide individual coaching support for curriculum and instructional delivery around teacher/coach selected target. (Requirement 8)	Professional Learning			01/06/2014	09/30/2015	\$0 - MI-Excel	Administration, Teachers, Building Support staff, Instructional and Content Area Coaches

Activity - Monitoring/Evaluating 1 PLC Collaboration	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities with the support of a content area coach to continually use both teacher implementation and student data to inform and differentiate instruction and reflect upon the quality of instruction and evidence of student learning and engagement.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - Title I Part A	social studies teachers, content area coaches

Activity - Monitoring/Evaluating 2 Administrator Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will monitor social studies classroom instruction and conduct walk-throughs looking for evidence of discipline specific evidence-based thinking and writing. Building administrators will also provide constructive and timely feedback in to the teachers regarding PLC and ILC implementation. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/01/2015	\$0 - General Fund	building administrators, school leaders, district leaders

Strategy4:

Inquiry Driven Curriculum - The teachers will implement a guaranteed and viable, standards-based, inquiry-driven social studies curriculum.

Research Cited: Chenoweth, K. (2009, Fall). Piece by Piece: How Schools Solved the Achievement Puzzle and Soared. American Educator. 33(3), 15-23. Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003) Resources, instruction, and research. Educational Evaluation and Policy

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Elmore, R. F. (2002). Bridging the Gap Between Standards and Achievement: The Imperative for Professional Development in Education. New York: Albert Shanker Institute.

Heritage. M. (2008). Learning Progressions: Supporting Instruction and Formative Assessment. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing (CRESST). 2 August 2013

<<http://www.k12.wa.us/assessment/ClassroomAssessmentIntegration/pubdocs/FASTLearningProgressions.pdf>>.

Marzano, R. J., Pickering, D. J. and Pollock, J. E. (2001). Classroom Strategies That Work: Research-Based Strategies For Increasing Student Achievement Alexandria, VA: Association for Supervision and Curriculum Development.

Reeves, D. (2003) High Performance in High Poverty Schools: 90/90/90 and Beyond.

Wiggins, G. & McTighe, J.(2005). Understanding by Design (Expanded 2nd Ed. USA). Alexandria, Va.: Association for Supervision and Curriculum Development.

Activity - Monitoring 1 Teacher PLC	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Social Studies teachers will work in Professional Learning Communities to continually use teacher implementation and student data to inform and differentiate instruction reflecting upon the quality of instruction as evidenced by data.	Teacher Collaboration			01/01/2014	06/30/2015	\$0 - Title I Part A	social studies teachers, content coaches

Activity - Monitoring 2 Administrative Support	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Building administrators will provide feedback to Social Studies teachers regarding curriculum implementation, PLC work, lesson plan development, and Instructional Learning Cycle documentation. Data will be aggregated and reviewed, at least quarterly, by school and district leaders to monitor implementation of the plan and the impact on student learning and to make adjustments, as needed.	Walkthrough			01/01/2014	06/30/2015	\$0 - General Fund	building administrators, school leaders, district leaders

Narrative:

Requirement 7: Continuous use of student data

Pontiac High School and the district promote a balanced system of assessment and the continuous use of student data from state & standardized assessments (ACT PLAN, MME, NWEA), district developed benchmark assessments, common assessments through ILC (6 week and 3 week cycles), classroom formative, interim, and summative assessments, the use of student work, and the Quarterly Monitoring Meetings. Clear expectations for regular and on-going building-wide use of data are delineated in the SIP, data team expectations, and through the ILC process. PHS will use the chart on the "Types of Data Dialogues" as a resource for thinking about all the ways the school could be using data, who uses what data and for what purpose. The school and individual teachers are monitoring student mastery of curriculum expectations and standards on a regular basis in all classes and content areas. This is monitored with walkthroughs, evaluations, and data team meeting minutes, and data team binders.

Data will be used as a basis for differentiation in each content area and for identified students.

Data will be gathered from the student level (to identify students who need extra support and to design interventions for these students) and then aggregated up to look for patterns at the classroom level, grade/department level, and school level in order to monitor student progress over time and make adjustment to instructional and intervention programs. Teachers will be able to gather "real time" data on student learning through formative assessments delivered online and in class and how the data will be used to customize learning for students, allowing them to work on the curriculum at their own pace. Data on instruction will be collected, analyzed, and used to increase student achievement and close achievement gaps.

The ILC process engages teachers in dialogue about the strategies they are using in their daily instruction, what is and isn't working and for which students, and ways to adjust instruction to meet student needs.

Teachers report on their levels of use of identified instructional strategies and other professional practices through conducted surveys. This perception data on their practice informs planning for professional learning.

Instructional and content coaches will gather data during classroom visits and will share the data with individual teachers as feedback to help them reflect on and improve instructional practice. Coaches will collaborate with individual teachers and PLCs to provide feedback and job-embedded professional development.

Administrators will monitor instruction during walkthroughs and formal and informal observations. They will collect data on what they see teachers teaching, students doing, and the concepts/skills being addressed. Administrators will conduct formal evaluations of all teachers using the district's teacher evaluation process. Aggregated data on instruction will be shared with the ILT to monitor the school's progress on implementing reform plan, to identify modifications that might be needed to the plan, and determine additional professional learning needs of staff.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Strategies for increasing instructional and professional learning time have changed since PHS was first identified as a priority school due to the financial condition of the District. In 2012-13, there was a significant reduction in resources at the district level, which reduced the amount of funding available to the school to be able to continue providing support services and academic interventions. Approximately 85% of additional academic interventions were suspended. Additionally, each year the school has been asked to revise the Transformation/Reform and SIP plans, but has yet been able to implement the revisions, due to new mandates.

8A: Increasing time for core subjects

The District continues to be committed to providing students with increased learning time in the core subjects. The following strategies will be implemented during the 2013-14 and 2014-15 school years to minimize the loss of academic achievement that has been found to occur when students are out of school for extended periods of time and to ensure that students are provided with timely interventions when they are struggling to achieve grade level standards.

-Extended Year, 2013-14: Pontiac is planning to extend the 2013-14 school year for at-risk and grades 10-11 students by 11 days to July 3,

2014. Given the number of days missed due to weather conditions, the number of days might be adjusted. A complete and enriched instructional program will be provided. The program will provide instruction in all areas of learning, with full day programming.

Pontiac staff will work with ISD consultants in aligning the extended year to the Pontiac learning initiatives: common core, Instructional

Learning Cycle, diagnostic use of student data, implementation of instructional best practices, and articulation with building level priorities.

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-Summer school will also be available to the PHS students. The program will allow all students to gain or recover graduation credits.

-Balanced Calendar, 2014-15: A balanced calendar will be implemented to raise student achievement by maximizing learning time and reducing regression of learning through long breaks from schools. The calendar will include four 9- to 10-week periods of instructional time

followed by a 2- to 3-week intersessions that will be used for supplemental instruction. The District will collaborate with PHS administrators and teachers to develop the details of the calendar with consideration given to factors such as the optimum spread of learning time, requirements of curriculum and high school course credits, and the convenience for families.

Pontiac High School will utilize the extended year, school intersessions, and summer school to increase the opportunities for additional classroom engaging and maintaining a positive culture and climate. Research has reported that positive engagement in classrooms is critical in enhancing academic performance. "Engaged students are more likely to perform well academically." (The Center for Comprehensive School Reform and Improvement, updated April 30, 2014).

8B: Increasing time for enrichment

PHS will increase learning time for enrichment through extending the academic school year, adjusting the daily schedule to focus instruction in the core content areas.

The 2014-15 school schedule will also be altered to accommodate common planning for all content areas so that data team discussions can be structured within the school day.

Unlike the 2013-2014 school year, in 2014-2015 the Pontiac High School staff will be provided three hours per week for common planning and team collaboration time. Additionally, with the change in the start of school teachers have additional time available for PLC work.

Teachers will be able to use common planning time and data team discussions to make data driven decisions as they plan instruction. Additional time in the content areas will promote mastery of learning.

Perception data indicated a need for students to connect with staff and understand the student in the educational process. The adoption of the Advisory will build relationships with staff and students yielding a specific adult connection to their academic progress. The Advisory will allow teachers to focus on students academic and behavioral progress. The MiStar reporting system allows the teacher to use student pulse for tracking attendance, behavior, grades, contacts and transcripts. Additionally, parents will have one direct contact within the school to receive an overall picture of the student's progress or concerns with achievement. Advisoring teachers will utilize the data they monitor to build effect plans for success with each student.

The rationale for implementing the Advisory to enrich student achievement is determined as students will receive 65 minutes on Monday and Tuesday of tier one tutoring intervention by the Advisor. During this designated time student's can also be referred to academic tutoring labs. On Wednesday through Friday students receive this academic enrichment for 45 minutes, with the same ability to receive tier two intervention in the academic lab. The restructuring of the schedule will increase academic enrichment to 265 minutes a week and 1060 minutes per month. On the designated half day Wednesdays that occur one to two times a month the students do not receive the

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enrichment, thus resulting in 225 minutes a week and 970 minutes per month that students have Advisory. This time will be used for one on one, small group or class tutoring and mentoring to address student academic, behavioral and social needs. Students will have an established relationship with at least one building personnel that is responsible for them, meeting the need the data demonstrated, "student's not feeling connected to any staff members." The opportunity to support students during the school day will influence academic performance and result in raising student achievement.

8C: Increasing time for professional learning [and collaboration]

- a) Whether additional time will happen through longer day, week, or year OR by redesigning current schedule b) Describe how much time has been/will be allocated
- c) Rationale that supports how these changes will lead to increased student achievement

Beginning in 2011-12, PLCs met after school, bi-weekly for two hours. This process continued in 2012-2013 school year. PLC meeting time, during the 2013-14 school year occurred on Wednesdays, during school, bi-weekly, for 2 hours. Teachers are now collaborating after school and during the planning time.

-- Beginning in the fall of 2013, the District mandated that the instructional staff set aside two hours each Wednesday afternoon for professional development and/or planning and development time in Professional Learning Communities (PLCs). Research shows (from DeFour's Leadership and Learning Center) that when teachers collaborate and are provided quality professional development that is implemented with fidelity it will lead to increased student achievement. This time was set aside for the purpose of reviewing data, working on lessons that align to the Common Core Standards, and collaborating on ideas that will lead to an increase in student achievement. Teachers collaborate to monitor the progress of students on learning outcomes and overall student achievement, and set new goals for individual students and groups of students. This time also allows for Oakland Schools coaches to provide professional development to teachers.

PLCs currently meet for at least two hours monthly. For most of the 2013-14 school year, PLCs met on Wednesday afternoons when the District had scheduled an "early release" for students. Due to the high number of days the District was closed due to weather conditions, PHS (and all schools in the District) will no longer have Wednesday afternoons open for PLC meeting time. The school is working closely with the district to find creative ways to make time for PLCs to meet.

For the 2014-2015 school year the Wednesday afternoon District early release time has been scheduled. PLC meeting times will be allotted during this afternoon work time.

The increased instructional time aligned with the support of professional development and the collaboration of teachers during PLCs is expected to increase academic achievement of students.

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that

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will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

Pontiac High School will use perceptions surveys to identify student needs . The surveys will consist of questions that focus on student's evaluation of their instructional needs, their social needs at school and in the community, their emotional needs at school and within the community. These perceptions surveys have previously given information on student needs that have been addressed with social work services, teacher mentoring and by the Department of Human Services. The At-Risk Social Workers have provided student counseling sessions, student-parent counseling sessions and group sessions based on the identified needs of students. Teachers, Counselors and Police Authority Officers have provided mentoring services to students for academic assistance, peer mediation, decision making and motivation. The Department of Human Services has provided students with resources for food, clothing and counseling.

The perception surveys have allowed the administration to adjust adult behaviors and building practices to assist in meeting the student needs for the 2014-2015 school. Police Authority officers, secretaries and cafeteria staff will receive professional development on adolescent behavior. These staff members will also receive increased professional development in Positive Behavior Intervention Support to align with the goals of the climate and culture of Pontiac High School. The students identified an increased need to be respected and have open communication in these departments.

State standardize assessments, NWEA and classroom assessments, behavior and attendance data will be used to identify student needs academically, socially and emotionally. Students assessment data will be used to determine lag indicators in student performance, for example the school data identifies African American Males as the largest population of failing students and highest absenteeism. The students with significant lag indicators will be recommended to the Gentlemen's Club and the a Ladies of Distinction where they will receive individual and group mentoring from gender specific mentors, community mentors and exposure to motivational speakers both groups address relevant age appropriate issues.

The High Graduation Initiative Counselors will use academic data to indentify students in need of support, academically and emotionally. The HGIC will refer students with at least a 2.5 grade point average to participate in the Urban Scholars Program. The students who participate in the Urban Scholars program will be mentored in their progress toward reaching goals to attend college. Students will be mentored in decisions making, study habits, peer relationships and college research skills.

Every Pontiac High school Student will be assigned to an Advisor and an Advisory period daily for 37 - 42 minutes. The advisor will serve as a teacher liason and parent liason for the advisee. The advisor will monitor the students academic progress, refer the student to needed tutorial sessions, monitor the students attendance and build a positive relationship with the student.

The counseling department at Pontiac High School will use attendance and credit deficient data to create grade level watch list to monitor students who require weekly meetings to monitor academic progress through a check-in meeting.

The staff of Pontiac High School will implement Positive Behavior Intervention and Supports for the entire student body. The PBIS program will be used to assess student needs and determine levels of intervention they maybe needed for behavior, attendance and academic progress. PBIS will also assess the students deserving of incentive rewards. PBIS will address the needs of students at tier 1 (80%) of the student body, tier 2 (15%) of the student body and tier 3 (5%) of the student body whose specific interventions range from basic incentives to wrap around support needs.

DRAFT