



Redesign Plan

Pontiac Academy for Excellence - Middle School

Pontiac Academy for Excellence

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Priority School Assurances

Introduction.....	8
Priority School Assurances.....	9

Operational Flexibility Assurance

Introduction.....	11
Assurance of Operational Flexibility.....	12

Turnaround Redesign Diagnostic

Introduction.....	15
PART A: REFORM TEAM PERSONNEL.....	16
PART B: TEACHING AND LEARNING PRIORITIES.....	17
PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS.....	19

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES..... 26

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT..... 59

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Pontiac Academy for Excellence High School, an urban school located within the central area of the city of Pontiac, is a public school academy that currently provides educational opportunities to 320 students.

Over the past 3 years, the school has seen several changes in leadership.

Pontiac Academy for Excellence High School is a school-wide Title I school, with free lunch made available to 100% of students. Regarding the demographic makeup of student population of the school, % are African American, % are Hispanic, % are Caucasian, and 1% are Asian American, Hawaiian, Native American, or Multi-Ethnic. As it relates to the staff of the school, % are African American, % are Caucasian, % are Hispanic, and % are Multi-Ethnic. The demographics of the city of Pontiac include a population that is 52.1% African American, 34.4% Caucasian, and 16.5% Hispanic. 34% of the total population residing in the city of Pontiac lives below the poverty level.

Due to the struggling economic status of the area, the school has experienced a high level of student transience. Staff turnover rates have also increased significantly over the past several years.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The school mission statement is as follows: "Pontiac Academy for Excellence Middle School is a community of learners. We strive to provide a rigorous, stimulating academic environment in which students find both challenging and supportive. We nurture a sense of curiosity, connection, and love of learning that extends beyond the middle school years. With equal regard, we support the development of social skills by encouraging a fundamental respect for oneself, our environment, and the larger world".

The school vision statement is as follows: "Pontiac Academy for Excellence Middle School shall be a community nurturing academic excellence for all students and demonstrating leadership in character development. The vision statement is intended to serve as both the blueprint for improvement and the benchmark by which we will evaluate our progress".

The district belief statements are as follows: "We believe...Hard work and dedication are necessary to achieve excellence...All students can learn...Learning is a shared responsibility of the student, school, parents, and community...Failure is not an option...Whatever it takes!"

The school embodies the mission, vision, and beliefs by employing a focus on the core content curriculum across all grade levels. Administrators are responsible for coordinating regular data study activities with the instructional staff, using student achievement results that are current, identifying areas of weakness in each content area, and developing short-term action plans to address the areas of deficiency. Staff members are expected to meet weekly to discuss critical issues as they relate to professional development, school improvement initiatives, and ongoing curriculum development and planning. Staff members are asked to participate in a number of supplemental learning activities that engage students, parents, and community members alike, including after-school tutoring, math night, literacy fair, science fair, Parent Empowerment Day, parent workshops, and the school open house.

Regarding expectations of students, students are expected to be in school each and every day, prepared to learn for the full day of school. Students are expected to be dressed in the middle school uniform daily. Students are also expected to give their full effort at school each day in order to assure that the maximum level of opportunities can be made available to them upon leaving the middle school and entering high school. The staff holds high expectations for all students in the school. Students are expected to adhere to the district/school code of conduct, which will allow for optimal learning at the classroom level. Students experiencing difficulties with this expectation are provided with a multi-layered system of support to address specific concerns

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the last three years, Pontiac Academy for Excellence Middle School has experienced success in attaining AYP status. Before the new cut scores were introduced, the Middle School had a rating of "A" and also showed consistent gains in the core content areas on the state assessments. Gains have also been made on local assessments. The system that is currently in place is far ahead of many districts in terms of using data to drive instruction, data analysis, and collaboration amongst staff.

Over the next three years, the Middle School would like to see greater gains on student achievement on the state assessments, thus meeting our goals that are written within the School Improvement Plan. The Middle School's proficiency levels in all content areas on the state assessments are well below state average, which is the mark that the school aspires to reach and exceed. The school has made reading and math a high priority, and is currently planning research-based and evidence-based school improvement initiatives to address the performance of our students in these content areas. An emphasis has also been placed on teaching reading skills in all content areas, including science, math, and social studies. Through the implementation of a common assessment instrument (Northwest Evaluation Association MAP assessments) that will be used across all grade levels in the Middle School, as well as district-wide, student growth in the high priority areas of reading and math will be more accurately measured throughout the following school years. Staff members will then be able to develop and implement educational plans that are truly individualized to meet the needs of all learners. This will support continued progress in these content areas, which will lead to improved performance on the state assessments over time.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Although there have been a great number of changes in leadership and staffing at both the school and district level over the past three years, the stakeholders of the Pontiac Academy for Excellence Middle School and District are fully committed to academic excellence, which includes holding high expectations of staff, students, parents, and community members. The school is currently taking a number of steps to improve the culture and climate, programs, and procedures within the school in addition to the steps that are being taken district-wide. Keeping the goal of becoming a true school of excellence at the forefront, we will continue to make improvements throughout the school through collaboration with all stakeholders.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes	The District's teacher evaluation tool cannot be attached at this time, as it is in the final stages of development. We are implementing teacher evaluations through the Teachscape observation/evaluation software program, which is making a customized teacher evaluation protocol that is being implemented this year in the district. The evaluation contains a 40% weight in the area of student achievement growth (SAG) for 2013-2014. Starting in 2014-2015, and moving forward, the weight of SAG will be 50%. A copy of the evaluation presentation shared with staff on 11/18/13 has been attached.	Teacher Evaluation Framework Presentation 11-18-13

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes	The attached administrator evaluation tool documents were utilized in the 2012-2013 school year. We are currently in the process of creating a new protocol for administrator evaluations, which will be implemented in 2013-2014, consisting of a 40% weight tied to student achievement growth (SAG). This weight will increase to 50% in 2014-2015 and beyond.	Principals' Evaluation Rubric

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	Yes		PAE Middle School Addendum

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Pontiac Academy for Excellence Middle School is a non-unionized school. While the school completed the required addendum, there is no need for the "negotiated addendum meeting."	Pontiac Academy for Excellence Middle School Memo of Understanding

Redesign Plan

Pontiac Academy for Excellence - Middle School

Label	Assurance	Response	Comment	Attachment
	<p>Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.</p>	Yes		Pontiac Academy for Excellence Middle School Assurances Page

Turnaround Redesign Diagnostic

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.

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.

Rosalind Brathwaite, Principal, brathwaiter@pontiacacademy.org

Amelia Norwood, Assistant Principal, norwooda@pontiacacademy.org

LaShema Marble, 6-8 Instructional Coach, marble@pontiacacademy.org

Dan Davis, Science Teacher, davisd@pontiacacademy.org

Paul Cuthbertson, English Language Arts Teacher, cuthbertsonp@pontiacacademy.org

Kathleen Calhoun, Social Studies Teacher, calhounk@pontiacacademy.org

Wilkanda McClendon-Goodman, Math Teacher, goodmanw@pontiacacademy.org

Glenn Campbell, ESL Coordinator, campbellg@pontiacacademy.org

Halresa Warren, Parent, warrenhalresa@gmail.com

Lance Siegwald, Special Education Coordinator, siegwaldl@pontiacacademy.org

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.)

Curriculum Alignment

- Step-up to Writing All staff participated in grades 6-8 participated in training in Step Up to Writing in August. Step Up to Writing is a District-Wide framework regarding writing. This was the first session in a series that will be provided at least three times this school year and will be followed up annually. Administration and instructional coaches also attended the training. Instructional Coach will monitor this program by observing classrooms weekly to ensure expected strategies are implemented. The Instructional Coach may also model strategies for teachers. Teachers will be able to communicate with the trainer as well as have the support of administration and instructional coaches. Instructional Coaches will monitor and support staff to ensure effective delivery of this program in the classroom.
- Saxon Math Teachers will receive ongoing training in the Saxon Math Program that has been adopted K-12 to provide curriculum alignment throughout the district; administration and instructional coaches attended this training in order to provide continued support and monitoring of instruction. This program will allow instructional continuity and is aligned with Common Core Standards. The first training session for staff will be September 23, 2013 .
- Curriculum Crafter The District has adopted and implemented Curriculum Crafter. This web-based tool provides a District-wide "Viable Curriculum" K-12 and is aligned with the Common Core Standards. It houses lesson plans, assessments, resources and curriculum maps for teachers. There is also a leader monitoring tool that holds teachers accountable. The new K-12 curriculum is now both vertically and horizontally aligned. Staff will utilize Curriculum Crafter weekly as a resource tool when writing their lesson plans. Leadership team will monitor by reviewing lesson plans on a weekly basis. Daily walkthroughs and the use of Black Board Configuration (BBC) will allow Leadership team to monitor classroom instruction and identify, a glance the Common Core Standards being taught .

Multi-tiered System of Support

- SIOP (Sheltered Instruction Observation Protocol) A job-embedded, four day training, providing strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. Staff received key information on how to provide sheltered instruction. They were given the eight components of the SIOP Model. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. The second training date is scheduled for November 2013. Staff will receive support from the ESL Coordinator, ESL paraprofessionals and other trained staff.
- Renaissance Learning This District-wide initiative provides a Response to Intervention program focused on an entrance/exit criteria for Reading and Math, Successful Reader, Accelerated Math, Progress Monitoring as well as parent progress reports for our struggling students. Intervention Coordinators and Paraprofessionals will work specially with our Tier III students.
- Scantron Performance Series A District-Wide assessment with continuity and alignment with Achievement Series. It is also /more user friendly and gives us immediate results as opposed to a 24 -48 hour turnaround. Staff received training in August 2013 and will receive additional throughout the school year. This assessment will allow teachers to identify relative strengths and weaknesses for individual students through Suggested Learning Objectives. Teachers can share results with students for reflection and goal setting, understand measures of growth and track student progress. The assessment will all for evaluating at-risk student populations and work through various activities to improve student understanding.
- Teachscape The Teachscape Focus observation training and assessment system helps teachers and observers develop a deep, shared understanding of how common language such as the Framework for Teaching is applied in observations and evaluations to set the stage for continuous improvement in teaching practices. This observation process will implemented throughout the duration of the plan and gives leadership the ability to provide quick feedback to staff at the end of the walkthrough or observations.

Redesign Plan

Pontiac Academy for Excellence - Middle School

Culture and Climate

- Capturing Kids' Hearts (CKH) All staff participated in a three day off site learning experience that allowed administrators and staff to build positive, productive, trusting relationships - among themselves. All staff is expected to transform this process into the school environment and classroom, preparing the opportunity for high performance . This job-embedded training is a powerful tool that will be the means by which we begin to change the culture and climate at Pontiac Academy for Excellence. This program will provide the tools needed to create a safe, conducive learning environment. Staff will use techniques they have learned to deal with behavioral issues, build productive relationships with students and colleagues and develop self managing classrooms. Leadership Team will monitor on a daily basis to ensure staff is using the techniques provided during the training. Effective use of CKH will result in a decrease in student disciplinary issues and suspensions.

State what data were used to identify these ideas

MEAP, district-wide assessments, report cards, parent/teacher surveys, informal/formal observations as well as classroom observations.

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.

Upon the district receiving its notification of priority school status for Pontiac Academy for Excellence Middle School, the decision was made to address the instructional leadership at the school level immediately. Rather than waiting until the end of the 2013-2014 school year, the principal of the school was replaced through a job posting in August of 2013, prior to the return of our instructional staff and the district annual summer professional development activities.

During the search for a new instructional leader for the school, a team of district and school administrators convened to meet with potential candidates to assume academic and administrative leadership over the school. In this process a series of interview questions was developed, aligned with the turnaround competencies.

Identify and focus on early wins and big payoffs

Principal Brathwaite spoke to her implementation of Marzano's instructional practices, which brought gains in student achievement. Every month, she led her staff in the implementation of one of Marzano's 9 essential strategies for teaching. Along with the School Improvement Team, she observed teachers' implementation of these strategies, and provided feedback. She would then follow-up with her staff in staff meetings to discuss what was and was not working in the classroom, and to discuss alternative methods for implementing these strategies that could be done across the board. She noted that the implementation of summarizing and note-taking was one that required a great deal of monitoring, feedback and discussion to assure that a common approach was used by every teacher in her building. She also cited her implementation of a Positive Behavior Intervention Support (PBIS), which provided gains in positive student behavior. While there was no reward system for students, her system did yield a drop in negative behavior overall throughout her school. In addition to these, she referenced her implementation of an attendance policy to get students to school on time and in classes. This was a huge success and did improve student achievement. Finally, she addressed early wins and big payoffs through her implementation of peer mediation. A small group of students' were trained in conflict resolution, which empowered the students, who felt they had someone to talk to that understood on their level. She noted that this was great for culture and climate, as students had no problem addressing each other about a situation or reporting to an adult when something was wrong.

Break organizational norms

Ms. Brathwaite spoke to her ability of breaking organizational norms in her experiences in other schools by first conducting a needs assessment of the school, which consisted of meeting with the staff members of the school to discuss any strengths and areas for growth they have identified in the school. She spoke to a commitment to implementing coherences within the school, basing decisions on achievement data. Upon her completion of this needs assessment, she identified a lack of coherent instructional planning and delivery practices that were in place, school-wide. Using this information, Ms. Brathwaite instituted the Blackboard Configuration model, based on the work of Lorraine Monroe, across grade levels and content areas, which addressed this coherent approach. This led to a common structure and language of lessons throughout her building. Despite some push-back from a few of her staff members, Ms. Brathwaite persevered through this implementation process, which led to the gradual buy-in from these staff members. In addition to this, Ms. Brathwaite also

Redesign Plan

Pontiac Academy for Excellence - Middle School

observed that many of the students in her school, which was a school that was focused on health education, were not interested in pursuing a career in health. Many of her students were interested in the performing arts. In addition to the existing health and core content curriculum track that her students were required to take, Ms. Brathwaite created an additional course track that integrated the performing arts, rather than health education, into it. Furthermore, Ms. Brathwaite instituted new student orientation and induction programs that were not previously in place in her school. She also forged a partnership with Wayne County Community College, which provided programs that taught her students about cyber-bullying, study skills, time management, and other life skills. Finally, this leader made sure that all teachers, students, and parents were aware of the mission and vision of the school, to build relationships with them, and gain their sense of buy-in and support, which was not the norm of the school prior to her arrival. She held assemblies, met with parents, and held staff meetings to assure that the mission and vision of the school were not only shared, but were understood and accepted, as well.

Act quickly in a fast cycle

This school leader worked as a principal at a High Priority School a few years ago that was at Phase 2 status. Going into the school she collected the four types of data, assessed the climate and culture, reviewed standardized scores and any district assessments that were utilized. Collaborating with the School Improvement Team, she began analyzing and dis-aggregating data. She led the development and implementation of an after school tutoring program. She also hired a math and reading consultant. As an end result, her school came off the priority list and went to a Phase 0.

Collect and analyze data

Principal Brathwaite has utilized classroom data as well as standardized testing data. When data was received, she ensured that it was reviewed as a staff and disaggregated, item by item, and by subgroup. This process led meetings to plan how the team would meet the needs of students during the instructional day, or during tutoring. She also hired a math and reading consultants that worked with teachers on implementation of instructional strategies.

Additional Information required:

Galvanize staff around big ideas:

The middle school principal and staff developed big ideas based on the four types of data. Goals and objectives were included, and how they would be achieved, and she ensured that any resources needed were provided. She emphasized the importance of support and working as a team around the big ideas, which contributed to their overall success.

1B. Leadership Capacity

For each of our 3 big ideas (Curriculum Alignment (revision of curriculum maps), MTSoS (Development of new system, including PLC activities such as data meetings, training on Ren. Learning), and Culture and Climate (Rebranding, Capturing Kids' Hearts, Process Champions, Achievement Network, District Leadership Meetings), note the following:

What training will be provided?

Who will provide it?

When (how often)?

Through an analysis of multiple types of data, three big ideas were identified. These ideas were: (1) Curriculum Alignment, (2) Multi-tiered System of Support, and (3) Culture and Climate.

Leadership capacity will be built in the area of Curriculum Alignment through job-embedded professional development in weekly principal meetings, bi-weekly district administrative team meetings, where guidance will be given to the school leaders on the steps needed to assure that the curriculum of the schools and district is not only aligned to the Common Core State Standards, but is one that is viable, as well, and will yield rapid improvements in student achievement. Effective August of 2013, the district's curriculum resources have been aligned in the content areas of writing and mathematics. Initial training will take place to provide school leaders and classroom teachers with the skills and strategies needed to implement these resources. During the 3-week August professional development time, staff members received training

Redesign Plan

Pontiac Academy for Excellence - Middle School

on Curriculum Crafter and Step Up to Writing; they will receive training on the Saxon Math program on September 23, 2013. All of the aforementioned curriculum resources have been purchased to support rapid turnaround, and have been delivered to teachers.

In 2014-2015, the district plans to continue the curriculum alignment process, identifying common instructional practices and resources, in the content area of reading, followed by social studies in 2015-2016, and science in 2016-2017. This process will consist of one year of planning, followed by one year of implementation, and culminating in ongoing evaluation of each of these programs.

The district will build leadership capacity in the area of the newly-adopted Multi-Tiered System of Support (MTSoS) to the members of the recently-restructured leadership teams at the school level, which not only consist of the principal and the assistant principal, but also include the new positions of instructional coach and interventionist. The building principals will receive training at district leadership meetings on the process of conducting regular grade level/department data study meetings, which will require teams to look at interim assessment data, focus on which students did not meet the target performance level, and develop short-term action plans to address these deficiencies using alternative instructional delivery methods, and will reassess for growth after these plans are implemented. The instructional coach will observe teachers and provide feedback on their instructional practice, using the research and framework developed by Charlotte Danielson, as the basis for this process. This will support teachers in their efforts of implementing Tier I and Tier II differentiation supports to students based on their individual needs, at the classroom level. Working directly with students, the interventionists will provide Tier III supports, using entrance and exit assessments in the content areas of reading and math. In between these assessments, the interventionists will utilize other research-based remediation products. The entire district received training on the District's approach to the MTSoS in August of 2013. Working directly with teachers, instructional coaches will have access to the Teachscape Learn software program, which provides video clips, articles, and courses on the components of Danielson's framework, and also provides a means for these staff members to observe teachers and provide immediate feedback through a digital professional learning community. Leadership capacity will be built within the building leaders and interventionists on the Tier III interventions, as these staff members through a very structured professional development program on all of the research-based adaptive pretest, posttest, and remediation products that the district is proposing to purchase using set-aside funds, which will need to be submitted through the consolidated application and approved. Once approved, a complete professional development process that will support the implementation of the research-based adaptive pretest, posttest, and remediation products will be developed and implemented, and these products may then be used to support our students identified for Tier III intervention. Once these staff members receive their formal training, they will be counted-on to become the experts at these programs, and train others throughout the district as needed.

In order to obtain an early win, the district began to build leadership capacity within its principals and staff members in the area of Culture and Climate through the implementation of a dynamic, three-day team and culture re-building staff training on Capturing Kids' Hearts, which took place on August 27, 2013 through August 29, 2013. The district has begun to engage in conversations with the providers of this training, the Flippen Group, to coordinate the implementation of the Process Champions training, which is a train-the-trainer approach to further developing selected staff members to become the experts in the district on the ideals of Capturing Kids' Hearts, and primarily on the relationship-building strategies that are suggested throughout this training. This process will allow our district to sustain a culture based on building strong working relationships with students and as a staff, which will ultimately result in improved student achievement. In addition to this training, the district is requesting that set-aside funds be used to bring in an ongoing job-embedded professional development process focused on studying student achievement data, drawing meaningful conclusions about that data, and making powerful adjustments to instruction that will boost our students' academic performance. This process will include experts who will work with the building principal, assistant principal, instructional coaches, interventionists and classroom teachers to implement benchmark assessments at the end of each marking period, which will serve as the basis for the aforementioned data study and subsequent instructional modifications to address areas of weakness. Embedded in this process will be meetings with the school leaders and teachers a minimum of four times throughout the school year to conduct this training and implement these assessments. The school is currently in the process of identifying all of the dates in which the assessments will be implemented, as well as the dates for when the data study activities will take place.

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 2014-15, at least 40% 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)

2A. Evaluation System

The most recent teacher evaluation program at Pontiac Academy for Excellence School District was developed collaboratively by a combination of district and school administrators, and was first implemented during the 2011-2012 school year. Using the requirements provided by the Michigan Department of Education, the evaluation program consisted four major components that included multiple classroom observations and feedback, student achievement and growth data, professional growth plans, and professional responsibilities that are expected of all staff members. After two years of implementation, the district decided that the instrument was not robust, lacking significant emphasis on student achievement.

2.A.1 Upon receiving notice of the school's status of a priority school in July of 2013, the principal of the school, as well as 50% of the staff were immediately replaced, prior to the start of the 2013-2014 school year. Due to the fact that only a minor weight of the previous teacher evaluation instrument was connected to student achievement growth, this instrument led to inflated teacher effectiveness ratings. After reviewing the school's results on the state assessment in 2013-2014, the School Board requested that a greater percentage of the teacher evaluation instrument be tied directly to student achievement growth. The district leadership met to review the evaluation process and instrument. The process for evaluating this instrument was based on the low performance of the school compared to quantity of teachers who received effectiveness ratings of "highly effective" and "effective." The district leadership made the decision to create a new evaluation process, and to dedicate a much more significant weight to the student achievement growth component, with other components including assessments of the teacher's planning and preparation, classroom environment, instructional practice, and professionalism, integrated into it. During the 2013-2014 school year, a new teacher evaluation instrument will be developed. The development of this process has included the input from the staff with regards to what information should make up the components of the evaluation, from a survey that was conducted in September of 2013. This survey presented the staff with up-front communication that a weight of 40% of the overall teacher evaluation will be directly tied to student achievement in 2013-2014, and 50% in 2014-2015, which are non-negotiables.

2.A.1 The evaluation will include aspects related to professional learning, planning and preparation, professionalism, and formal observation ratings, which is in alignment with the responses of the staff on the survey. The initial process of training will be conducted at the district and school leadership levels, focusing on Charlotte Danielson's Four Domains of Effective Teaching. School administrators will be trained on each of the domains and the multiple components within each. Collaboratively, district and school leaders will take this knowledge and apply it to the classroom setting in a series of co-walk observations, including debriefing discussions about what evidence was observed in the classroom, in an effort to guide evaluators away from the concept of utilizing opinion and interpretation of what is taking place during a lesson of instruction, and moving in the direction of citing evidence of what is observed in the classroom during the observation. This practice will contribute to the development of common "look-fors" which will be implemented across the district in these observations. Once the leadership training has been completed, the school leaders will take on the responsibility of training their instructional staff members on Danielson's Domains. This will give teachers the understanding of the evaluation's observation component expectations that they will need. Once the evaluation instrument has been developed, all staff will be trained on the evaluation process at a staff meeting. While the evaluation instrument does not require approval from the School Board, the evaluation process will be presented at a School Board meeting, which is open to students, parents, and the public for informational purposes. Within the evaluation instrument, there will be clearly-defined criteria or "look-fors" that will determine each teacher's rating as it relates to the components of Danielson's Domains 2 and 3. The tentative

Redesign Plan

Pontiac Academy for Excellence - Middle School

timeline for evaluation exercises includes classroom walkthroughs for support being conducted throughout the school year, formal observation I taking place in January 2014, formal observation II taking place in May 2014, and final evaluation meetings taking place in June 2014. The development of the new teacher evaluation tool will also include an embedded professional learning library, provided in each teacher's Teachscape account, consisting of videos and courses that are focused on Danielson's Domain Components. Teachers who are performing at low levels in any of the domain components will be assigned these professional learning activities, and will also receive direct support from an Instructional Coach, as well as building administrators, as part of their support and continued growth as professionals. We will continue to monitor guidance from the Michigan Department of Education regarding teacher evaluation instrument requirements.

The proposed expectations for student performance on these assessments are as follows:

MEAP (Teachers of Grades 6-8)

1. Students have maintained proficiency on the MEAP, and have not declined in their performance level (e.g. 2L to 2L meets the expectation, 2H to 2M does not).

2. Students who are not proficient on the MEAP have improved by at least one performance level (e.g. 3L to 3M) on the content-specific assessment.

Scantron Performance Series (Teachers of Grades 6-8 Math, English Language Arts, and Science); Students have reached or exceeded their growth target, as identified by Scantron in their content-based assessments, which are aligned to the CCSS.

Scantron Achievement Series Common Assessments/Achievement Network Common Assessments (Teachers of Core Content and Non-Core Content); Students have obtained a score of 85% or more on the post-test or benchmark assessment for the marking period, or have improved their score on the post-test by at least 50%, when compared to their score on the marking period pre-test.

Once the data from the staff survey has been collected a team of district and school administrators will assemble to review this information, and identify the remaining components of the teacher evaluation instrument, which will be compiled at the district level, and shared with the staff upon its completion. The goal is to have the teacher evaluation process updated, adopted and implemented in the 2013-2014 school year.

The district is currently in the process of collaboratively designing a new evaluation protocol for school administrators, as well. This evaluation instrument will mirror the standards of student performance represented on the teacher evaluation instrument, as well as other measures of effectiveness. Our goal is to have the instrument developed and approved by January 2014.

2B. Staff Screening, Rehire, & Selection of New Staff

Upon receiving its formal notification that two of the three schools in the district had been identified as Priority Schools, the district made the decision to replace the principals, as well as 50% of the staff in these schools. This process began in July of 2013. District administrators met to determine which staff members would be requested to return for the 2013-2014 school year. Through a review of teachers' evaluations, district administrators identified those teachers whose students produced higher trends in achievement growth. Those teachers would be offered a contract for the 2013-2014 school year.

New staff members were selected through a process that included an intensive review of resumes. The human resources manager and the building administrators identified candidates with dual certification as the basis for those who would be invited in for an interview. Next, an interview process with the new building leadership took place. This gave the building leaders the autonomy to identify which candidates they wanted to add onto their team, based on the needs of their school and students. Included in this process was a discussion pertaining to each candidate's experiences relating to addressing low student performance, and what skills they could bring to the school, and what matrix they used to measure their level of success. Following the protocols set forth by the district's contracted employment agency, building leaders deliberated about each candidate that was interviewed, and submitted their recommendations of candidates for approval.

2.B.1 Overall, 50% of the entire staff was either released or reassigned for the 2013-2014 school year. Focusing on overall evaluation points accrued, with the heaviest emphasis on student achievement growth, staff members were either identified for contract renewal or non-

contract renewal. The staff members who were retained for the 2013-2014 school year were those who were on the higher end of teacher evaluation scores, with an emphasis on student achievement, for the 2012-2013 school year. The staff member whose contracts were not renewed fell in the lower end of teacher evaluation scores for the 2012-2013 school year. Five new teachers were hired. In order to address the school's low achievement scores in English Language Arts, Math, Science, and Social Studies, 60% of the new teachers hired had an English Language Arts endorsement, 40% had a Math endorsement, 40% had a Social Studies endorsement, and 20% had a Science endorsement on their teaching certificates. To meet the academic needs of the students and the demographics of the community, 100% of the newly hired teachers had previous experience in an urban school setting, working with students living in poverty. 80% of the newly hired teachers had more than 3 years of teaching experience.

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. Recruitment

3.A.1/3.A.2 The district's recruitment strategy includes a team of district and school administrators participating in a number of universities within the state for their annual teacher fair events. At these events the district and school leaders meet with a number of potential candidates who are seeking teaching positions, and collect the resumes of all candidates with whom they meet. All prospective employees are informed that the open positions within the district are posted on the district's website, www.pontiacacademy.org, and to check this website often as historically, positions fill quickly. Prospective candidates also utilize the website to email their resume, application, etc. into the district. The process followed upon returning to campus includes a thorough review of the resumes, and identifying candidates that meet the needs of the students. Selection is based on content area specialization (focusing on content areas that are among the lowest-performing in the school), years of experience in an urban setting, working with students living in poverty, as well as experience with instructional program resources, assessments, software, and strategies utilized in the district. Once the pool of candidates has been identified, the human resources manager contacts the selected candidates in for an interview. The school leaders, who are a part of the interview panel, make their recommendation, once all of the interviews have been completed. The interview process allows us to match candidates to the vision and mission of the school and district, with a subsequent reference check. If the recommendation meets the approval of the human resources manager, business office manager, and chief academic officer (CAO), the identified candidate is then contacted and presented with a job offer.

In order to address the area of recruiting highly qualified staff members, under the leadership of the district, the school will employ the following strategies: (1) The school will recruit teachers and staff members based upon student's needs, as identified through a study of the four types of data. (2) Through a process of reviewing resumes, the school will recruit teachers who have core content certification, in addition to their certification that matches the need for the open position. (3) The school will consider the importance on recruiting staff to reflect the student demographics of the school; however teacher quality remains the highest priority in filling open positions within the district. (4) Through the interview process, the school will assure that prospective teachers have multicultural proficiency. (5) The school, in conjunction with our authorizer, Saginaw Valley State University (SVSU), offers a 50% tuition reimbursement program to those staff members

who wish to further their education in the area of graduate studies, if they enroll in one of SVSU's graduate programs. This offer is only available to teachers who are employed by the district. (6) The school provides multiple avenues for professional growth within the organization that include staff development days, opportunities to travel to SVSU for professional training, and job-embedded staff development through a variety of Professional Learning Community activities that include peer observations, recorded lesson self-reflections, learning walks, professional growth plans, as well as regular data meetings. (7) The district is also pursuing the Applitrack Recruiting, which is a web-based applicant tracking and recruiting system that allows districts to access and review a high volume of qualified candidates for open positions in an efficient manner.

3B. Assignment

Also, under the leadership of the district, the school will employ the following strategies for staff assignment: (1) The district is proposing that the teachers who produce students with the greatest amount of growth in the content areas be assigned to the lowest performing students the following year. (2) The process for reviewing and selecting potential candidates for open positions has been adjusted so that school leaders, in collaboration with the human resources manager, are now looking for new staff members with dual certification, who can provide instruction in key content areas. They have also taken each candidate's level of success in previous districts into consideration when assigning staff members to positions. (3) All candidates who were assigned to a position in the district must meet highly qualified requirements. (4) As an incentive, teachers who are evaluated as highly effective and effective may be given first priority consideration in selecting their grade level/content assignment for the following school year.

3C. Retention

In order to keep staff members employed with in the school long-term, the school district has discussed a number of strategies. Some of these strategies have already been implemented, while others are still in their developmental phases. The strategies are as follows: (1) As was previously-mentioned, through a partnership with SVSU, Pontiac Academy for Excellence is able to offer a 50% tuition reimbursement program to all teachers of the district who wish to continue their education through a SVSU graduate program. This program provides financial assistance to staff members who have ambitions of pursuing a graduate level degree in school administration, or teaching in either special education or a content area. (2) Effective the 2013-2014 school year, the district has also restructured the leadership team at the school level to include the positions of Instructional Coach, and Interventionist, which have provided more opportunities for staff members who aspire to become a member of the school leadership team to do so. (3) The school has also instituted a number of staff recognition programs and activities that include Teacher of the Year recognition, Eagle Pride Award recognition for outstanding team contributors of the month, Staff Appreciation Week, as well as the provision of snacks, donuts, coffee, etc. by building leaders. The staff has also committed to implementing "Good Things," an activity where staff members begin each staff meeting by sharing positive learning or cultural experiences with their colleagues. This activity also promotes the practice of delivering affirmations to one another as part of the culture and team building process. (4) The district is also in the process of creating a performance-based incentive program for teachers, however this endeavor is still in its developmental stages, and will be contingent on the school and district meeting their enrollment goals each school year. (5) The district has also discussed revisiting the concept of annual cost of living raises. However, this activity is directly contingent on the school and the district meeting and maintaining their enrollment goals.

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 assessing the impact of PD on instructional practices.

Goal 1:

Learning time for all students will be maximized.

Measurable Objective 1:

demonstrate a behavior of maximizing student learning time by 06/20/2014 as measured by declines in disciplinary referrals, and behavioral interventions that result in time spent out of the classroom..

Strategy1:

Building Positive Relationships - Staff will study how to build and maintain positive relationships with their students through gaining an understanding of the backgrounds and needs of our student population.

Research Cited: esearch Cited: Building effective/positive relationships- Sterrett, W. L. (2012). From Discipline to Relationships. Educational Leadership. 70(2), 71-74.

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

Daston, R., Akerson, E., & Dillon, T. (2010). The Effects of Poverty Simulation, an Experiential Learning Modality, on Students' Understanding of Life in Poverty. Journal of Teaching in Social Work. 30(3), 300-316.

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

Intersection of Race, Poverty, and Risk: Understanding the

Activity - Capturing Kids' Hearts	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will study effective strategies for building and maintaining positive relationships with students through the Capturing Kids' Hearts training process.	Professional Learning	08/19/2013	06/20/2014	\$15000 - Title I Part A	Principal

Strategy2:

Use of Professional Learning Communities - Staff will participate in a variety of professional learning community activities in order to collaborate, review, observe, and discuss best practices for improving instructional practices as it relates to improving student academic

Redesign Plan

Pontiac Academy for Excellence - Middle School

achievement. This includes regular student achievement data study, the development of short-term action plans based on the results of interim assessments, peer observations, recorded lesson reflection activities, and article studies.

Research Cited: Dufour, Ri., Dufour, Re., Eaker, R., Karhanek, G. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Chicago, IL: National Education Service. Tobia, E.F., & Hord, S.M. (2012). I Am a Professional: Learning Communities Elevate Teachers' Knowledge, Skills, and Identity. Journal of staff Development. 33(3), 16-18, 20, 26. Hughes-Hassell,S., Brasfield, A., & Dupree, D. (2012). Making the Most of Professional Learning Communities. Knowledge Quest. 41(2), 30-37.

Activity - Book Study: Meeting Students Where They Live	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will engage in a faculty book study to further increase their knowledge and practice of differentiated instruction, assessment, and student behavior. Resources: Meeting Students Where They Live, by Richard Curwin.	Professional Learning	12/09/2013	02/28/2014	\$500 - Title I Part A	Administration, Staff

Activity - Weekly Content Area Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area instructional staff meets weekly, during a common planning period to plan the following week's curriculum and activities to ensure that all classes are aligned to the curriculum pacing guides, and skills are similar in presentation across the grade levels, and in accordance with the Grade Level Content Expecations and Common Core State Standards.	Professional Learning	08/26/2013	06/20/2014	\$0 - No Funding Required	Administration, Instructional Staff

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Led by the Principal, staff will participate in team and community building activities monthly during a portion of the regularly scheduled staff meeting. This would include time for staff to get to know one another, food for staff, and possibly materials for activities.	Other	08/26/2013	05/30/2014	\$1000 - Title I Part A	Administration

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level/Department teams and administrators will meet bi-monthly to study assessment data, such as MEAP, Study Island, and Scantron Performance Series to identify student needs and ways to improve instruction in the classroom. (Resources: Northwest Evaluation Association).	Professional Learning	10/01/2013	06/27/2014	\$6000 - Title I Part A	Administrators

Activity - Vertical Meetings-Quarterly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level/department teams will meet quarterly with the grade level/department teachers above and below to discuss assessment data, curriculum, and best practices.	Professional Learning	11/04/2013	06/20/2014	\$0 - No Funding Required	Administration

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff members will be trained by other staff members on how to integrate the use of interactive white boards, document cameras, and interactive clickers into their instruction.	Professional Learning	08/20/2013	04/30/2014	\$1000 - Title I Part A	Instructional Staff, Staff trainers, Administration

Activity - Book Study: Teach Like a Champion, by Doug Lemov	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a book study aimed at empowering staff with strategies and tools to increase student achievement, manage student discipline, and build student relationships. Resources: Teach Like a Champion, by Doug Lemov	Professional Learning	10/07/2013	11/29/2013	\$500 - Title I Part A	Principal, Staff

Activity - Peer Observation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff members will visit at least one other classroom once per semester to observe best practices. The outcome is not to evaluate, but rather to find a skill/activity /practice that can be replicated in their classroom. (Resources: Substitutes for observations).	Professional Learning	01/01/2014	05/30/2014	\$600 - Title I Part A	Administration, Instructional Staff

Activity - Instructional Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least once a year, small groups of teachers will visit several colleagues' classrooms to generate ideas, identify best practices, and observe teacher-student relationships. Each instructional walk will have clear "look fors" outlined by principal. (Resource: substitute teachers)	Professional Learning	12/02/2013	04/30/2014	\$300 - Title I Part A	Administration, Instructional Staff

Goal 2:

All students will increase their ability to understand and apply mathematical concepts.

Measurable Objective 1:

14% of All Students will demonstrate a proficiency in mathematical concepts and operation in Mathematics by 06/20/2014 as measured by MEAP, Scantron Achievement series, NWEA testing, Quarterly Common Assessments, GLCE tracking forms, Yearlong Assessment Tracking Forms.

Strategy1:

Multi-tier System of Support (MTSoS) - Staff will participate in a MTSoS that meets the needs of all learners in the school.

Redesign Plan

Pontiac Academy for Excellence - Middle School

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

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

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

Renaissance Learning

Sewell, J., Sainsbury, M., Pyle, K., Keogh, N., & Styles, B. (2007). Renaissance learning equating study. report. (). National Foundation for Educational Research. The Mere, Upton Park, Slough, Berkshire, SL1 2DQ, UK. Tel: +44-1753-574123; Fax: +44-1753-637280; e-mail: enquiries@nfer.ac.uk; Web site: <http://www.nfer.ac.uk>. Retrieved from <http://search.proquest.com/docview/61948145?accountid=14584>

Activity - Multi-tier System of Support	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
: Based on results from STAR Math, the Interventionists (High School At-Risk Coordinator) will work with students placed in Tier 3. Interventionists (High School At-Risk Coordinator) will work with students in small groups using Accelerated Math and Math Facts in a Flash.	Academic Support Program	10/01/2013	06/13/2014	\$45000 - Title I Part A	Building Principal, Interventionists (High School: At-Risk Coordinator)

Strategy2:

Differentiated Instruction - Staff will use a variety of differentiated instruction activities including technology, hands-on learning, cross-curricular activities, additional practice and online program to meet the individual needs of students.

Research Cited: Guild, P.B., and Garger, S (1998). What Is Differentiated Instruction? Marching to Different Drummers 2nd Ed. (ASCD, p.2) Tomlinson, C.A., (1995). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536.

Willis, S. & Mann, L., (2000). Differentiating instruction: Finding manageable ways to meet individual needs (Excerpt). Curriculum Update.

Tomlinson, C.A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Association for Supervision and Curriculum Development.

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Study Island, web-based program in the classroom for assessment and practice. Use of Study Island in summer school and after school tutoring programs. Students work at their own pace. Teachers will use Study Island a minimum of two days per week in summer school . Teachers will be required to show pre and post test data weekly through the Study Island website. Teachers will use Study Island weekly in the after school tutoring program. Throughout the course of the regular school year, teachers will create monthly lessons in Study Island that can then be completed via whole group or individual practice.	Technology	10/24/2011	06/30/2015	\$3000 - Title I Part A	All instructional staff, Principal, Assistant Principal

Activity - Differentiated Instruction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in training on effective differentiated instructional practices with the classroom to meet student's individual needs.	Professional Learning	08/19/2013	03/28/2014	\$0 - No Funding Required	Principal

Activity - Use of Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement differentiated instruction strategies within their classroom to meet the needs of individual students.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Instructional Staff, Administrators

Strategy3:

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

Research Cited: Research Cited: SUMMER SCHOOLMcCombs,

J. S., Augustine, C., Schwartz, H., Bodilly, S., McInnis, B., Lichter, D., & Cross, A. B. (2012). Making Summer Count: How Summer Programs Can Boost

Children's Learning. Education Digest: Essential Readings Condensed for Quick Review. 77(6), 47-52.

AFTERSCHOOL TUTORING -

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

117.

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

10.

Jitendra, A. K., Rodriguez, M., Kanive, R., Huang, J.-P., Church, C., Corroy, K. A., & Zaslofsky, A. (2013). Impact of Small-Group Tutoring Interventions on the

Mathematical Problem Solving and Achievement of Third-Grade Students with Mathematics Difficulties. Learning Disability Quarterly. 36(1), 21-35.

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

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - Extended Day: After School Tutoring	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in additional instructional time in mathematics with three, 3-6 week after school tutoring segments in order to increase proficiency.	Other	09/10/2013	05/30/2014	\$2475 - Title I Part A	Instructional staff, Principal, Assistant Principal

Activity - Extended Day: Summer School Program	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Students will participate in additional instructional time in mathematics through a 5 week summer learning program in order to increase proficiency.	Other	07/01/2013	08/23/2013	\$32000 - Title I Part A	Instructional Staff, Principal, Assistant Principal

Strategy4:

Implement Real World Applications of Mathematical Concepts - Math teachers will integrate and utilize multiple representations to increase comprehension and fluency of mathematical concepts for all students in grades 6-8.

Research Cited: Research is based on Cai, J., Ning, W., Bikai, N., Moyer, J., & Wang, C., (2010). Learning Mathematics from Classroom Instruction Using Standards-Based and Traditional Curricula: An Analysis of Instructional Tasks. pg 692-699. LieCal Project.

Activity - Project Wild Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be trained on how to properly implement the Project Wild curriculum, which is a hands-on science, activity based curriculum that integrates science with Math, ELA, Social Studies, and Art.	Professional Learning	08/27/2013	08/27/2013	\$800 - Title I Part A	All instructional staff, Principal, Assistant Principal, Intervention Coordinator

Strategy5:

Best Practices in Mathematics Instruction - Staff will incorporate best practices in math instruction, integrating geometry and calculator skills, centers/small group instruction/ hands-on learning, centers, critical thinking skills, and math fluency skills.

Research Cited: Research Cited: Small group instruction-

Shoval, E., & Shulruf, B. (2011). Who Benefits from Cooperative Learning with Movement Activity? School Psychology International. 32(1), 58-72.

Pollock, P. H., Hamann, K., & Wilson, B. M. (2011). Learning through Discussions: Comparing the Benefits of Small-Group and Large-Class Settings. Journal of Political Science Education. 7(1), 48-64.

Centers-

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

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

Hands on learning

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

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

Redesign Plan

Pontiac Academy for Excellence - Middle School

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Activity - Calculator Use Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Middle School staff will receive training on using calculators to teach mathematical concepts. (Resources: training)	Professional Learning	08/19/2013	03/28/2014	\$1000 - Title I Part A	Principal

Activity - Use of Gradual Release of Responsibility Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All teachers across the district will use the Gradual Release of Responsibility Model as they implement reading instruction. This scaffolded instructional model provides an approach for moving classroom instruction from teacher centered to student centered.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Administrators

Activity - Training for Gradual Release of Responsibility Model	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be provided with training on the components of the Gradual Release of Responsibility Model and how to structure classroom and lesson plans to reflect use of this model.	Professional Learning	08/19/2013	08/30/2013	\$0 - No Funding Required	Administrators

Measurable Objective 2:

39% of All Students will demonstrate a behavior of maintaining proficiency, or increasing their performance level in Mathematics by 06/30/2015 as measured by MEAP.

Strategy1:

Sheltered Instruction Observation Protocol Model - Teachers will use the Sheltered Instruction Observation Protocol (SIOP) Model to engage English Learner in daily instruction.

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

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

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

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - SIOP Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive a four-day training on implementing SIOP strategies with English Learners in the classroom. (Resources: training materials)	Professional Learning	08/28/2013	05/30/2014	\$350 - Title III	ESL Coordinator, Principal

Goal 3:

Students will apply knowledge of scientific concepts in order to increase science proficiency.

Measurable Objective 1:

10% of All Students will demonstrate a proficiency in scientific inquiry processes, concepts, and analysis of informational text. in Science by 06/20/2014 as measured by MEAP, Scantron Performance Series, NWEA, Quarterly/Common Assessments, GICE Tracking Forms, Yearlong Tracking Forms.

Strategy1:

Best Practices in Science Instruction - Staff will incorporate best practices in science instruction by integrating project based learning opportunities, inquiry-based instruction, centers, hands-on learning, and real-world experiences.

Research Cited: Research is based on:

Polman, J.L. (2000). *Designing Project-Based Science: Connecting Learners Through Guided Inquiry*. New York: Teachers College Press, Columbia University.

Small group instruction. Shoval, E., & Shulruf, B. (2011). Who Benefits from Cooperative Learning with Movement Activity? *School Psychology International*. 32(1), 58-72.

Pollock, P.H., Hamann, K., & Wilson, B.M. (2011). Learning Through Discussions: Comparing the Benefits of Small-Group and Large-Class Settings. *Journal of Political Science Education*. 7(1), 48-64.

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

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

Cheung, A. C. K., & Slavin, R. E. (2013).

Use of Technology-

The Effectiveness

of Educational Technology Applications for Enhancing Mathematics

Achievement in K-12 Classrooms: A Meta-Analysis. *Educational Research Review*. 9, 88-113.

Edwards, M. (2012). Our Digital Conversion. *Education*

Digest: Essential Readings Condensed for Quick Review. 78(1), 4-9

Centers-

Andreasen, J. B., & Hunt, J. H. (2012). Using Math

Stations for Commonsense Inclusiveness. *Teaching Children Mathematics*.

19(4), 238-246.

Begeny, J. C., Yeager, A., & Martinez, R. S. (2012).

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Redesign Plan

Pontiac Academy for Excellence - Middle School

Second Grade, Low-Performing Spanish Readers. Journal of Behavioral Education. 21(1), 58-79.

Project-based learning-

Spires, H. A., Hervey, L. G., Morris, G., & Stelpflug,

C. (2012). Energizing Project-Based Inquiry: Middle-Grade Students Read,

Write, and Create Videos. Journal of Adolescent & Adult Literacy. 55(6),

483-493.

Andreasen, J.B., & Hunt, J.H. (2012). Using Math Stations for Commonsens Inclusiveness. Teaching Children Mathematics. 19(40), 238-246.

Activity - Project-Based Learning	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff at all grade levels will engage students in a project-based learning assignment, including a presentation component, at least three times a year in Science class	Other	10/01/2013	05/30/2014	\$2000 - Title I Part A	Classroom Teachers, Principal

Activity - Project-Based Learning Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in training on integrating project-based learning into the classroom.	Professional Learning	08/19/2013	12/20/2013	\$500 - Title I Part A	Classroom teachers, Middle School Assistant Principal, Middle School Principal

Strategy2:

Differentiated Instruction - Staff will use a variety of differentiated instruction activities including technology, hands-on learning, cross-curricular activities, additional practice and online program to meet the individual needs of students.

Research Cited: Guild, P.B., and Garger, S (1998). What Is Differentiated Instruction? Marching to Different Drummers 2nd Ed. (ASCD, p.2)

Tomlinson, C.A., (1995). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536.

Willis, S. & Mann, L., (2000). Differentiating instruction: Finding manageable ways to meet individual needs (Excerpt). Curriculum Update.

Tomlinson, C.A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Association for Supervision and Curriculum Development.

Activity - Use of Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will engage students in activities at their learning level and in their learning style on a weekly basis to ensure improved performances on assessments.	Other	09/09/2013	06/20/2014	\$0 - No Funding Required	Principal, Instructional Staff

Goal 4:

All students will increase their reading proficiency across the content areas.

Measurable Objective 1:

Redesign Plan

Pontiac Academy for Excellence - Middle School

33% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2014 as measured by MEAP scores, NWEA scores, quarterly assessments, GLCE tracking forms, yearlong tracking forms.

Strategy1:

Vocabulary Development - Staff will increase students' exposure to vocabulary through direct vocabulary instruction across all content areas.

Research Cited: Research Cited: Direct vocabulary instruction-

Nagy, W., & Townsend, D. (2012). Words as Tools: Learning Academic Vocabulary as Language Acquisition. Reading Research Quarterly. 47(1), 91-108.

Lesaux, N. K., Kieffer, M. J., Faller, S. E., & Kelley, J. G. (2010). The Effectiveness and Ease of Implementation of an Academic Vocabulary Intervention for

Linguistically Diverse Students in Urban Middle Schools. Reading Research Quarterly. 45(2), 196-228

Word walls -

Jackson, J., Tripp, S., & Cox, K. (2011). Interactive Word Walls: Transforming Content Vocabulary Instruction. Science Scope. 35(3), 45-49.

Harmon, J. M., Wood, K. D., Hedrick, W. B., Vintinner, J., & Willeford, T. (2009). Interactive Word Walls: More than Just Reading the Writing on the Walls. Journal of

Adolescent & Adult Literacy. 52(5), 398-408.

Activity - Building Academic Vocabulary Strategies Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will be trained on the use of Robert Marzano's "Building Academic Vocabulary strategies to increase word recognition and meaning across the curriculum.	Professional Learning	09/01/2010	03/28/2014	\$6000 - Title I Schoolwide	Instructional staff, paraprofessionals, administration

Goal 5:

All students will become proficient writers.

Measurable Objective 1:

16% of All Students will demonstrate a proficiency in writing in English Language Arts by 06/20/2014 as measured by MEAP testing, Scantron Performance Series, and GLCE tracking.

Strategy1:

Unit Plans based on CCSS-Literacy Component - Instructional Staff will receive training on how to develop units of study based on backwards design across the curriculum and deliver instruction based on these units.

Research Cited: Research Cited: McTighe, J. & Seif, E. (2003). Underlying Theory and Research Base for Understanding By Design.

Vacca, R.T., & J.L.Vacca. (2008). Content area reading: Literacy and learning across the curriculum, 9th ed. Boston, MA: Allyn & Bacon.

Promoting learning through content literacy instruction

SOURCE: Am Second Educ 37 no3 Summ 2009

Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development

Wiggins, G., & McTighe, J. (1998). Understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - Training on the CCSS Literacy component	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Infusion of the CCSS Literacy component in all content areas will be presented and practices by all instructional staff with support from SVSU, in order to improve student achievement and performance on assessments.	Professional Learning	04/01/2013	06/30/2015	\$750 - Title I Part A	Instructional Staff, Assistant Principal, Principal

Strategy2:

Best Practices in Writing Instruction - Staff will incorporate best practices in writing instruction by integrating differentiated instruction, common writing rubrics, technology and utilization of the six traits of writing.

Research Cited: Research Cited: Small group instruction- Shoval, E., & Shulruf, B. (2011). Who Benefits from Cooperative Learning with Movement Activity? *School Psychology International*. 32(1), 58-72. Pollock, P. H., Hamann, K., & Wilson, B. M. (2011). Learning through Discussions: Comparing the Benefits of Small-Group and Large-Class Settings. *Journal of Political Science Education*. 7(1), 48-64. 6 Traits of Writing- Dunn, S. E. (2000). Assessing Students' Writing: A Six Traits Approach. *Spotlight: Assessment*. *Montessori Life*. 12(3), 37-39. Weissman, A. (2003). Help! How Can I Do the Six Traits, Too? *Knowledge Quest*. 32(1), 51. Using writing rubrics/building common rubrics- Nichols, T. P. (2012). Feedback in an Age of Efficiency. *Educational Leadership*. 70(1), 71-74. Birky, B. (2012). Rubrics: A Good Solution for Assessment. *Strategies: A Journal for Physical and Sport Educators*. 25(7), 19-21 Centers Andreasen, J. B., & Hunt, J. H. (2012). Using Math Stations for Commonsense Inclusiveness. *Teaching Children Mathematics*. 19(4), 238-246. Begeny, J. C., Yeager, A., & Martinez, R. S. (2012). Effects of Small-Group and One-on-One Reading Fluency Interventions with Second Grade, Low-Performing Spanish Readers. *Journal of Behavioral Education*. 21(1), 58-79

Activity - Centers/Small Group Instruction/Hands-on Learning Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will incorporate centers, small group, and hands-on instruction into writing instruction at least weekly.	Other	09/03/2013	06/20/2014	\$0 - No Funding Required	Principal

Activity - Centers/Small Group Instruction/Hands-on Learning Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will receive training on utilizing centers, small group instruction and hands-on learning within the classroom. (Resource: training)	Professional Learning	09/03/2013	06/20/2014	\$350 - Title I Part A \$350 - Title II Part A	Principal

Narrative:

Pontiac Academy for Excellence Middle school provides staff with 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's instructional program. The professional development is directly linked with the school's Big Ideas (Curriculum Alignment, MTSoS and Culture and Climate). Our focus for the professional development program will be on-going through department, grade level, staff meetings presented by staff, outside the district facilitator's or consultants. After teachers have participated in the professional learning opportunities, they are expected to implement the strategies and research-based practices in daily lessons. The continuous monitoring of the progress of the research-based instructional strategies will be completed by the administrators and Instructional Coach of the building. Pontiac Academy for Excellence Middle School will utilize Teachscape which is a complete observation & management system that helps districts make the critical connection between evaluation and long term practice improvement. It will be used to help teachers and observers develop a deep, shared understanding of how common language such as the Framework for Teaching is applied in observations and evaluations to set the stage for continuous improvement in teaching practices on a day to day basis. This process will become institutionalized and be embedded throughout the duration of the plan

and the team an opportunity to provide immediate feedback.

As a collaborative practice, teachers are expected to analyze student work on a daily basis as well as bi-weekly and quarterly. This may be done through guided and collaborative practices in class. Teachers' will also analyze class assessments, grade level assessments data as well as district assessments. On-going meetings such as staff meetings, grade level meetings and Professional Learning Communities sessions will be utilized to analyze and discuss the data. After they have analyzed the data, teachers will then incorporate re-teaching practices to review, reteach strategies and concepts that students' struggled with.

"The Big Ideas"

Curriculum Alignment

1. - Step-up to Writing: Based upon the data, we have adopted the Step Up to Writing program district-wide. Step Up to Writing is a K-12 writing program that provides research-validated, hands-on, multisensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal narrative, and opinion pieces.

All staff participated in training in Step Up to Writing in August 2013. Step Up to Writing is a District-Wide framework regarding writing. This was the first session in a series that will be provided at least three times this school year and will be followed up annually. This program for teaching writing includes strategies such as 6 + 1 Writing Traits, Cornell Notes and Graphic Organizers. Administration and instructional coaches also attended the training. Instructional Coach will monitor this program by observing classrooms weekly to ensure expected strategies are implemented. The Instructional Coach will also model instructional practices, monitor the program and ensure effective strategies are implemented.

2. - Saxon Math: Based upon the data, the district has adopted Saxon Math which is a K-12 Math program that integrates hands-on learning, problem solving, and a high level of rigor that is aligned to the Common Core State Standards.

Teachers will receive ongoing training in the Saxon Math Program that has been adopted K-12 to provide curriculum alignment throughout the district; administration and Instructional Coaches participated in this training in order to provide continued support and monitoring of instruction. This program will allow instructional continuity and is aligned with Common Core Standards. The initial training session for staff was Fall 2013.

- Curriculum Crafter: Based on the data, the district has adopted which is a web-based tool provides a District-wide "Viable Curriculum" K-12 and is aligned with the Common Core Standards. It houses lesson plans, assessments, resources and curriculum maps for teachers. There is also a leader monitoring tool that holds teachers accountable. The new K-12 curriculum is now both vertically and horizontally aligned. Staff will utilize Curriculum Crafter weekly as a resource tool when writing their lesson plans. Leadership team will monitor by reviewing lesson plans on a weekly basis. Daily walkthroughs and the use of Black Board Configuration (BBC) which is a tool that is used to get students academically engaged immediately upon entering the class, and to set the stage for the learning that will take place that day It will allow Leadership team to monitor classroom instruction and identify, a glance the Common Core Standards being taught .

Multi-tiered System of Support

- SIOP (Sheltered Instruction Observation Protocol): Based upon the data, the district has adopted the Sheltered Instruction Observation Protocol (SIOP) which is a validated framework for sheltered instruction. It helps teachers systematically, consistently, and concurrently teaches grade-level academic content and academic language to English Learners.

A job-embedded, four day training, providing strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. During the initial training in the fall, staff received key information on how to provide sheltered instruction. They were given the eight components of the SIOP Model. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. The second training date is scheduled for November 2013. Staff will receive support from the ESL Coordinator, ESL paraprofessionals and other trained staff.

- Renaissance Learning: Based on the data, the district has adopted Renaissance Learning which provides an interactive experience, including assessments and curriculum, for our Tier III, ESL, and special education students who are struggling in the content areas of English Language Arts and Mathematics. This district-wide initiative provides a Response to Intervention program focused on an entrance/exit

Redesign Plan

Pontiac Academy for Excellence - Middle School

criteria for Reading and Math, Successful Reader, Accelerated Math, Progress Monitoring as well as parent progress reports for struggling students. An Interventionist will work with struggling students on developing strategies to become successful in the classroom.

Paraprofessionals will work specially with our Tier III students.

- Student Performance Assessment: Based upon the data, the district has adopted the following assessments to be administered throughout the year:

1. Scantron Performance Series which is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students, across a range of subjects that correspond with the specific standards, which provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. The assessment will be used for evaluating at-risk populations and work through various activities to improve student understanding. Initial training took place August 2013.

2. Scantron Achievement Series which is a powerful web-based district-wide assessment that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports, giving administrators and teachers the data they need to monitor student progress and guide instruction.

3. Renaissance Learning that provides an interactive experience, including assessments and curriculum, for our Tier III, ESL, and special education students who are struggling in the content areas of English Language Arts and Mathematics.

4. Achievement Network which is a staff development facilitator that works alongside school leadership teams to strengthen school-wide practice and culture of using learning standards and achievement data to get breakthrough results.

- Teachscape: Teachscape Reflect is a dynamic, interactive, and web-based observation, feedback, evaluation, and professional learning resource for teachers and administrators. The observation training and assessment system helps teachers and observers develop a deep, shared understanding of how common language such as the Framework for Teaching is applied in observations and evaluations to set the stage for continuous improvement in teaching practices. This observation process will be implemented throughout the duration of the plan and beyond giving leadership an opportunity to provide immediate feedback to staff at the end of the walkthrough or observations.

Culture and Climate

1. - Capturing Kids' Hearts (CKH): CKH is a dynamic, skill-driven, and participatory 3-day training on how to revamp organizational culture in a school to one that is the core of a powerful process that allows every member of the school family to foster and become part of a high-performing learning community, which is sustained over time.

All staff participated in a "high quality" three day off site learning experience that allowed administrators and staff to build positive, productive, trusting relationships - among themselves. Nonnegotiable were established by the staff and will implement throughout the building with follow-up and discussion of what worked and what didn't. All staff will transform this process into the school environment and classroom, preparing the opportunity for high performance. This job-embedded training is a powerful tool that will be the means by which we begin to change the culture and climate at Pontiac Academy for Excellence. This framework will provide the tools needed to create a safe, conducive learning environment. Staff will use techniques they have learned to deal with behavioral issues, build productive relationships with students and colleagues and develop self-managing classrooms. Leadership Team will monitor on a daily basis to ensure staff is using the techniques provided during the training. Effective use of CKH will result in a decrease in student disciplinary issues and suspensions, enabling student achievement.

Research shows that in order to monitor the implementation and progress of student growth, Professional Learning Communities (PLC) were established in 2013-2014. The PLC will provide opportunities for staff to collaborate on the analysis of student work. A professional

Redesign Plan

Pontiac Academy for Excellence - Middle School

development calendar will be created to reflect every first and third meetings of the month to be devoted to data. The second and fourth will be devoted to professional development where grade level and content area discussions will take place. Staff will evaluate and analyze common pre and post assessments in writing to determine competency and address the lack of writing skills at the middle school level. In order to monitor the impact of professional learning on the instructional process

Analysis of student work will be addressed as following ways:

1. Scranton Performance Series Data: students will be assessed 3 times throughout the year. Once the data is received by the teacher it is analyzed and students are placed into small groups based on the data analysis need(s) and personalized work is completed during school, in after school tutoring or as homework. Individual goals will be established per student. A goal form is used to monitor student's progress completed. Goals forms will be given to school leader quarterly.
2. Achievement Network Series: Assessments for the Achievement Network will be administered four times a year. At quarterly data meetings, the data is reviewed by content area teams. Based on outcomes from data analysis, using the learning cycle to measure the effectiveness of instruction and make subsequent instructional decisions. Re-teaching strategies will be decided upon at each data meeting as well as individualized student goals. A copy of the strategies & re-teaching plan is provided to the Principal.
3. Common Assessments will be administered for Writing in grades 6-8. Teachers will score the assessments using a common rubric. All staff will take place in scoring the assessment and develop a plan for improvement.
4. Renaissance Learning will be used to identify and assist Tier III students. Individualized plans will be developed to improve student growth. Assessments contained within this tool will be used for purposes of entrances/exit as well as target assistance for students who qualify.
5. The use of Lorraine Monroe's Blackboard Configuration (BBC) has been adopted K-12. The Blackboard Configuration, developed by Dr. Lorraine Monroe at the Frederick Douglass Academy in New York City and implemented in every class by teachers, is designed to ensure that classes are focused and well-organized. As part of the BBC, the following components are on each whiteboard at the beginning of every class: the objective, agenda, homework, and a do-now.

4A.7

On-going monitoring of instructional practices will take place to ensure that staff is implementing programs with fidelity. The Principal and Instructional Coach will conduct walk-throughs several times a week using Teachscape Reflect. This research-based professional development tool helps to turn classroom walk-through into meaningful opportunities for coaching teachers to higher levels of performance and guiding staff professional development and school improvement initiatives. Teachers will receive immediate feedback regarding the walk-through. Teachers will log onto Teachscape to retrieve the feedback and choose video clips to view in the area of concern. Using the established calendar the Principal and Instructional Coach will use staff meetings as professional learning sessions for improvement areas. Surveys will be developed to identify the focus of future professional development. The school will continue to utilize the MDE Evaluation tool to access the effectiveness of programs.

4A.8

Curriculum Alignment

Our instructional program is centered on pacing guides, based upon Saginaw Valley State University's pacing guides in the core and non-core content areas, which assures horizontal and vertical alignment.

- Step-up to Writing: All staff who teaches in grades 6-8 participated in grades 6-8 participated in training for Step Up to Writing in August 2013. Step Up to Writing is a District-Wide for writing initiative. This was the first session in a series that will be provided at least three times during the school year and will be followed up annually. The Instructional Coach will monitor this program by observing classrooms as part of the Teachscape classroom walk-through process to ensure expected strategies being implemented. The Instructional Coach may also model

Redesign Plan

Pontiac Academy for Excellence - Middle School

strategies for teachers. Teachers will communicate with the trainer as well as have support of the administrator and Instructional Coach.

Instructional Coaches will model strategies for teachers and support staff to ensure effective delivery of this program in the classroom.

- Saxon Math: All staff will receive ongoing training in the Saxon Math Program that has been adopted K-12 to provide curriculum alignment throughout the district; administration and instructional coaches attended this training in order to provide continued support and monitoring of instruction. This program provides horizontal and vertical alignment and is aligned with Common Core Standards. The first training session for staff was September 23, 2013.

- Curriculum Crafter: The District has adopted and implemented Curriculum Crafter. This web-based tool provides a District-wide viable curriculum K-12 aligned with the Common Core Standards. The new K-12 curriculum is now both vertically and horizontally aligned. It houses lesson plans, assessments, resources and curriculum maps for teachers. There is also a leader monitoring tool that holds teachers accountable. Staff will utilize Curriculum Crafter weekly as a resource tool when writing their lesson plans. Leadership team will monitor by reviewing lesson plans on a weekly basis. Daily walkthroughs and the use of Black Board Configuration (BBC) will allow the Principal and Instructional Coach to monitor classroom instruction and identify, at a glance, the Common Core Standards being taught.

- SIOp (Sheltered Instruction Observation Protocol): to support Tier I and Tier II interventions for English Language Learners, a four day professional development will be provided throughout the 2013-2014 school year. Two sessions have already occurred (one in August and November). The other two dates are currently scheduled for December 2013 and March 2014. This training provides strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. Staff received key information on how to provide sheltered instruction. They were given the eight components of the SIOp Model. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. The second training date is scheduled for November, 2013. Staff will receive support from the ESL Coordinator, ESL paraprofessionals and other trained staff.

- Renaissance Learning: To support Tier III students this District-wide initiative provides a Response to Intervention program focused on entrance/exit assessment for Reading and Math supported by successful Reader & Accelerated Math Intervention programs. Progress Monitoring as well as parent progress reports for our Tier III students will be provided by Intervention Coordinators and Paraprofessionals who work with them.

- Scantron Performance Series: A District-Wide assessment with continuity and alignment with Common Core State Standards. It is user friendly and gives us immediate results. Staff received training in August 2013 with continued training throughout the school year, using current student data to improve instructional practice. This assessment will allow teachers to identify relative strengths and weaknesses for individual students through Suggested Learning Objectives. Teachers can share results with students for reflection and goal setting, understand measures of growth and track student progress. The assessment results will be used for evaluating achievement and identifying learning gaps in various subgroups.

- Teachscape: The Teachscape Reflect observation training and assessment system helps teachers and observers develop a deep, shared understanding of how common language such as the Framework for Teaching is applied in observations and evaluations to set the stage for continuous improvement in teaching practices. This observation process will be implemented throughout the duration of the plan and gives leadership the ability to provide quick feedback to staff at the end of the walkthrough or formal observation. Teachers are able to log onto Teachscape and view short videos for the area of concern. A professional development plan for Teachscape implementation is being developed with initial administrative training which began in Fall 2013.

Blackboard Configuration: The use of Lorraine Monroe's Blackboard Configuration (BBC) has been adopted K-12. The Blackboard Configuration, developed by Dr. Lorraine Monroe at the Frederick Douglass Academy in New York City and implemented in every class by teachers, is designed to ensure that classes are focused and well-organized. As part of the BBC, the following items are on each whiteboard at the beginning of every class: the objective, do-now, homework, and the agenda.

Culture and Climate

- Capturing Kids' Hearts (CKH): In August 2013 all staff participated in a research-based three day off site learning experience that allowed administrators and staff to build positive, productive, trusting relationships. All staff is expected to create safe and respectful leaning

Redesign Plan

Pontiac Academy for Excellence - Middle School

environments, utilizing the strategies within this program. This training is a powerful tool that will change the culture and climate at Pontiac Academy for Excellence. Staff will use the techniques identified in the training they have learned to manage behavioral issues, build productive relationships with students and colleagues and develop self-managing classrooms. The Principal and Instructional Coach will regularly monitor to ensure that staff is using the techniques provided during the training. Effective use of CKH will result in a decrease in student disciplinary issues and suspensions.

Professional Learning Implementation Calendar

2013 -2014 Implementation of Instructional Programs

The following Professional Development will be offered to all staff. Additional research -based professional development opportunities may be implemented to enhance the instructional program of the Redesign Plan.

Fall 2012- Spring 2017

Curriculum Crafter

Black Board Configuration

Step of to Writing

Curriculum

Saxon Math

SIOP (Sheltered Instruction Observation Protocol)

Renaissance Learning

Holt and Mifflin Science

Achievement Network Series

Scantron Performance Series

Teachscape

Capturing Kids' Hearts

Professional Development: Curriculum Crafter

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Staff responsible: Principal, Instructional Coaches, staff and external consultants

Professional Development: Black Board Configuration

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Staff responsible: Principal, Instructional Coaches, staff and external consultants

Professional Development: Step of to Writing

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Staff responsible: Principal, Instructional Coaches, staff and external consultants

Redesign Plan

Pontiac Academy for Excellence - Middle School

Professional Development: Saxon Math

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Staff responsible: Principal, Instructional Coaches, staff and external consultants

Professional Development: SIOP (Sheltered Instruction Observation Protocol)

Timeline: Initiate Fall 2013; ONGOING THROUGH Fall 2017

Staff responsible: Principal, staff and ESL coordinator

Professional Development: Renaissance Learning

Timeline: Initiate Winter 2014; ongoing Fall 2017

Staff responsible: Principal, Intervention Teachers and paraprofessionals

Professional Development: Holt and Mifflin Science

Timeline: Initiate Fall 2015; ongoing Fall 2017

Staff responsible: Principal, Instructional Coaches, staff and external consultants

Assessments

Professional Development: Achievement Network Series

Timeline: Initiate Fall 2013; ongoing through Fall 2017

Staff responsible: Principal, Instructional Coaches, staff and Director of School Support

Professional Development: Scantron Performance Series

Timeline: Initiate Fall 2013; ongoing Fall 2017

Staff responsible: Principal, staff and external consultants

Professional Development: Teachscape

Timeline: Initiate Fall 2013; ongoing Fall 2017

Staff responsible: Principal, staff and external consultants

Culture and Climate

Professional Development: Capturing Kids' Hearts

Timeline: Initiate Fall 2013; ongoing Fall 2017

Staff responsible: Principal, staff and external consultants

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: 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. New Governance System

The Assistant CAO of the school district has been identified as the Turnaround Leader for all priority schools. This responsibility has been added to the job description for this staff member. In order to promote a shared governance practice, the Turnaround Leader will meet with building level principals monthly to discuss the progress of the development/implementation of the plan, including: (1) What's working? (2) What's not working? (3) How do you know? (4) How will you address these issues with your staff? (5) What changes will you make to address the short-comings?

In the event that the plan does not result in making rapid performance turnaround, it will be incumbent upon the Turnaround Leader to work with the building principal, as well as with the School Support Team (SST) to make any and all revisions needed to assure that the plan produces results that reflect a rapid turnaround.

Pontiac Academy for Excellence will also hold an expectation of the regular Turnaround Plan development, implementation, and evaluation reporting to the School Board. The school principals will report this information to the Board no fewer than four times per school year. The current plan for when these presentations will take place is as follows:

October 2013

Reporting on submittal of draft version of Turnaround Plan for review and feedback in ASSIST.

November 2013

Reporting on submittal of final version of Turnaround Plan for approval in ASSIST.

January 2014

Reporting on the approval status of the Turnaround Plan, which was submitted in November. This report will also include the status of the pilot of the Instructional Learning Cycle (ILC) process planning and implementation.

May 2014

Based on the evaluation of the plan's implementation through the 2013-2014 school year, reporting on the approach for any revisions, implementation, and review /evaluation process of the plan for the 2014-2015 school year.

Also, as a standing item on the bi-monthly Principals' Meetings agendas, principals will be expected to speak to the status of the Turnaround Plan. This update, provided by principals to the district leadership, will also address any concerns or roadblocks pertaining to any of the processes for development, implementation, and evaluation of the Turnaround Plan. This will also be a standing item on District Administrators' Meeting agendas where information can be shared with all of the administrators of the district, including the special education

Redesign Plan

Pontiac Academy for Excellence - Middle School

department, athletic department, building operations department, and others.

5B. Operational Flexibility

The building level School Improvement Team consists of the following staff and community members:

Rosalind Brathwaite, Principal, brathwaiter@pontiacacademy.org

Amelia Norwood, Assistant Principal, norwooda@pontiacacademy.org

LaShema Marble, 6-8 Instructional Coach, marble@pontiacacademy.org

Dan Davis, Science Teacher, davisd@pontiacacademy.org

Paul Cuthbertson, English Language Arts Teacher, cuthbertsonp@pontiacacademy.org

Kathleen Calhoun, Social Studies Teacher, calhounk@pontiacacademy.org

Wilkanda McClendon-Goodman, Math Teacher, goodmanw@pontiacacademy.org

Glenn Campbell, ESL Coordinator, campbellg@pontiacacademy.org

Halresa Warren, Parent, warrenhalresa@gmail.com

Lance Siegwald, Special Education Coordinator, siegwaldl@pontiacacademy.org

5.B.1

Through a process of collaboration within this team, as well as with the school's stakeholders including parents, staff, and students, the school will have autonomy over its Title I expenditures.

THE SCHOOLS MUST Complete the Operational Flexibility Diagnostic in ASSIST--THIS CAN BE DONE AT ANY TIME--SEDICK IS INVESTIGATING THIS MATTER AND AWAITING A RESPONSE FROM OAKLAND SCHOOLS

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 for building-wide implementation, (c) align with career & college ready standards, (d) align from one grade level to the next, (e) be based on research, and (f) identifies timelines, resources, and staff responsible for implementation of the instructional program.

Goal 1:

Learning time for all students will be maximized.

Measurable Objective 1:

demonstrate a behavior of maximizing student learning time by 06/20/2014 as measured by declines in disciplinary referrals, and behavioral interventions that result in time spent out of the classroom..

Redesign Plan

Pontiac Academy for Excellence - Middle School

Strategy1:

Use of Professional Learning Communities - Staff will participate in a variety of professional learning community activities in order to collaborate, review, observe, and discuss best practices for improving instructional practices as it relates to improving student academic achievement. This includes regular student achievement data study, the development of short-term action plans based on the results of interim assessments, peer observations, recorded lesson reflection activities, and article studies.

Research Cited: Dufour, Ri., Dufour, Re., Eaker, R., Karhanek, G. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Chicago, IL: National Education Service. Tobia, E.F., & Hord, S.M. (2012). I Am a Professional: Learning Communities Elevate Teachers' Knowledge, Skills, and Identity. Journal of staff Development. 33(3), 16-18, 20, 26. Hughes-Hassell, S., Brasfield, A., & Dupree, D. (2012). Making the Most of Professional Learning Communities. Knowledge Quest. 41(2), 30-37.

Activity - Weekly Content Area Planning Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Content area instructional staff meets weekly, during a common planning period to plan the following week's curriculum and activities to ensure that all classes are aligned to the curriculum pacing guides, and skills are similar in presentation across the grade levels, and in accordance with the Grade Level Content Expecations and Common Core State Standards.	Professional Learning	08/26/2013	06/20/2014	\$0 - No Funding Required	Administration, Instructional Staff

Activity - Book Study: Meeting Students Where They Live	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will engage in a faculty book study to further increase their knowledge and practice of differentiated instruction, assessment, and student behavior. Resources: Meeting Students Where They Live, by Richard Curwin.	Professional Learning	12/09/2013	02/28/2014	\$500 - Title I Part A	Administration, Staff

Activity - Book Study: Teach Like a Champion, by Doug Lemov	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in a book study aimed at empowering staff with strategies and tools to increase student achievement, manage student discipline, and build student relationships. Resources: Teach Like a Champion, by Doug Lemov	Professional Learning	10/07/2013	11/29/2013	\$500 - Title I Part A	Principal, Staff

Activity - Recorded Lesson	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
A selected lesson will be video recorded at least twice per year for review as a self-reflection tool to identify strengths and areas of weakness. Staff will review video and reflection with the intervention coordinator.	Professional Learning	11/01/2013	05/30/2014	\$0 - No Funding Required	Administration, Intervention Coordinator, Instructional Staff

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level/Department teams and administrators will meet bi-monthly to study assessment data, such as MEAP, Study Island, and Scantron Performance Series to identify student needs and ways to improve instruction in the classroom. (Resources: Northwest Evaluation Association).	Professional Learning	10/01/2013	06/27/2014	\$6000 - Title I Part A	Administrators

Activity - Technology Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Select staff members will be trained by other staff members on how to integrate the use of interactive white boards, document cameras, and interactive clickers into their instruction.	Professional Learning	08/20/2013	04/30/2014	\$1000 - Title I Part A	Instructional Staff, Staff trainers, Administration

Activity - Team Building	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Led by the Principal, staff will participate in team and community building activities monthly during a portion of the regularly scheduled staff meeting. This would include time for staff to get to know one another, food for staff, and possibly materials for activities.	Other	08/26/2013	05/30/2014	\$1000 - Title I Part A	Administration

Activity - Individual Instructor Professional Growth Plans	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Based on Marzano's "41 Instructional Strategies", each instructional staff member, in collaboration with the School Leadership Team identifies 5 professional learning goals for themselves individually. These goals are part of the Teacher Evaluation process and are assessed, coached, and reviewed during meetings, walkthrough observations, and self-evaluations.	Professional Learning	08/26/2013	06/20/2014	\$2500 - General Fund	Administration, Instructional Staff

Activity - Peer Observation of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff members will visit at least one other classroom once per semester to observe best practices. The outcome is not to evaluate, but rather to find a skill/activity /practice that can be replicated in their classroom. (Resources: Substitutes for observations).	Professional Learning	01/01/2014	05/30/2014	\$600 - Title I Part A	Administration, Instructional Staff

Activity - Vertical Meetings-Quarterly	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level/department teams will meet quarterly with the grade level/department teachers above and below to discuss assessment data, curriculum, and best practices.	Professional Learning	11/04/2013	06/20/2014	\$0 - No Funding Required	Administration

Redesign Plan

Pontiac Academy for Excellence - Middle School

Activity - Instructional Walks	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
At least once a year, small groups of teachers will visit several colleagues' classrooms to generate ideas, identify best practices, and observe teacher-student relationships. Each instructional walk will have clear "look fors" outlined by principal. (Resource:substitute teachers)	Professional Learning	12/02/2013	04/30/2014	\$300 - Title I Part A	Administration, Instructional Staff

Narrative:

The School Reform Team initiated their search for instructional programs through a Data Dialogue process that included the analysis of four types of data: MEAP achievement data, SPR 40 process data, perception data and demographic data. The analysis the SPR 40 was conducted by the entire middle school staff as part of a one day professional development. The staff was broken into groups for analysis of data. The groups reported out to the entire staff with evidence of rating for each indicator. The staff then conducted a "museum walk" where they were allowed to add additional information. The school improvement team then took this information and added any additional information including changing of rating if needed prior to completion of the SPR 40. Data analysis of teacher assessments including common assessments are done biweekly in the area of math and reading with the guidance of intervention coordinators; moving forward this will continue under the direction of the middle school instructional coaches and writing will be included. This information is also tracked by the teachers on tracking forms and is overseen by administration as well as members of the multi-tiered support system. MEAP data is analyzed as soon as it is released to schools and is done at the individual student level by the classroom teacher, also at the classroom level; item analysis is done at the grade level and by sub groups. Teachers who are instructing grades 6-8 as well as members of the team that provided additional support (interventionist, instructional coaches, and administration) are a part of this process. Teachers use this data in moving forward to adjust their instruction to ensure areas of weakness are retaught and or pacing guides are adjusted to meet the needs of the students prior to the next MEAP testing. The entire staff will be presented with the data from MEAP and discussions will be held to get input from all stakeholders as to causes, gaps, and solutions. In the past the school as well as the district has utilized Scantron Performance Series as an additional standardized assessment; last year the district made the decision to incorporate NWEA in place of Scantron Performance. The schools infrastructure however was not equipped to handle the demand of the NWEA resulting in students not receiving their first exam until late May after new computers were purchased. In place of the NWEA students took pre and posttests using Scantron Achievement created by classroom teachers. This year the district purchased Scantron Performance Assessment. This standardized test will be given three times per year beginning in September. This data will be analyzed to identify students who may need additional interventions (MTSoS) as well as create individualized learning plans to meet the needs of all students as well as to identify subgroups experiencing common instructional needs/gaps in achievement expectations. Intervention Specialist will also utilize the Renaissance Learning assessments to track the progress of students who are identified through the Scantron Performance assessment. The Scantron Performance assessment will be given again in January in order to track gains made by individual students as well as classroom progress. The final assessment will be given in late May through early June. Staff will be given time to analyze data and make adjustments to their planning in order to ensure that all students experience gains.

Additional demographic data identified classroom culture and management along with significant school attendance problems as significant factors to address gaps in the instructional programs. The extreme number of monthly referrals lead to either in school or out of school suspensions causing students to miss instruction. Perception data from parents, teachers, and students did not align with the reality of the data from MEAP and Scantron Performance testing results in the past few years. Parents and students reported no concerns with the education being provided and staff rated their ability high in surveys done throughout the school year. Underlying causes contributing to the gap between the academic proficiency demonstrated by the students of Pontiac Academy for Excellence and performance standards are as follows:

1. There was a lack of a sufficient Multi-tiered System of Support in place within the school.
2. The curriculum resources were not aligned throughout the district causing a gap as students left the elementary into sixth grade and

Redesign Plan

Pontiac Academy for Excellence - Middle School

students entering high school.

3. The climate and culture had become a concern due to the number of referrals and suspension, the lack of parental support, as well as teachers not being equipped with the proper tools to implement and maintain a positive, effective learning environment.
4. There was a lack of consistent monitoring to ensure that instructional expectations and programs put in place were being adhered to and or properly carried out by the instructional staff.
5. There was finally not an alignment between standardized assessment results and teacher created assessment results

When presented with the above findings and the choices of plans the Pontiac Academy for Excellence board choose the Turnaround process for our school.

Data Dialogues resulted in the identification of three over-arching ideas that will lead to positive changes in teaching and learning. The following teaching and learning strategy is the implementation of a multi-tiered system of support (MTSoS) that includes a clearly defined intervention system utilizing Intervention Specialists and Renaissance Learning a web-based software program. This progression will be a four tiered process involving the use of standardized results and our Student Achievement Team. Tier I focuses on general classroom Instruction that incorporates differentiated instruction delivered by classroom teachers. Scantron Performance, the Achievement Network and informative data will be used to identify students who are not meeting established proficiency expectations. Instructional staff will develop targeted instructional plans and monitor student progress. Tier II builds upon Tier I instruction, using strategic, evidence-based interventions, delivered in small groups within the general education classroom with support. General Education teachers will be involved in data meetings where they develop action plans and seek the support of the Interventionist for strategies to employ in the classroom. The Interventionist will provide intensive, evidence-based research strategies to individuals or very small groups to Tier III students. These students will be referred by Student Achievement Team and the Interventionist will provide the support using Renaissance Learning, Study Island Ed Performance. Tier IV will support students with IEP's or 504 Plans which will be monitored by the Special Education Department and administration.

The next teaching and learning structure and instructional programs are being adopted to establish a positive, supporting and effective climate and culture for learning. This will be accomplished through implementation of Capturing Kids' Hearts and a school wide classroom management system with components of Capturing Kid's Hearts.

Finally, curriculum alignment across the district will be utilized through the purchase and use of Curriculum Crafters an on-line tool that is to be utilized in lesson planning to assure the use of CCSS, instructional techniques and assessment. The district has adopted a K-12 writing program, Step Up to Writing, and a k-12 math program, Saxon Math all of which are aligned curriculum both vertically and horizontally. The research to support the choice of Saxon Math: Slavin, Robert E. & Lake, Cynthia (2007) Effective Programs in Elementary Mathematics: A Best Evidence Synthesis. Retrieved from http://www.bestevidence.org/word/elem_math_Feb_9_2007.pdf

The research behind the decision to incorporate Step Up to Writing: Aldrich, A. (2009). "I'm a star pupil." how the color-coding strategy used in step up to writing helps third graders better organize their expository writing and improve their self-confidence as writers. (Order No. 1471244, University of California, Davis).ProQuest Dissertations and Theses, 102. Retrieved from <http://search.proquest.com/docview/304851764?accountid=458>. (304851764).

The district and school will provide teachers with the training and tools to implement the curriculum with fidelity. The "Big Ideas" will be supported and monitored by instructional coaches and administration.

Saxon Math

- Slavin, Robert E. & Lake, Cynthia (2008). Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis. Retrieved from http://www.bestevidence.org/word/mhs_math_Sep_8_2008.pdf.

Redesign Plan

Pontiac Academy for Excellence - Middle School

Step Up to Writing

- Thayer, R. (2005). Step up to writing. (Order No. 1430098, Pacific Lutheran University). ProQuest Dissertations and Theses, , 118-118 p. Retrieved from <http://search.proquest.com/docview/305352284?accountid=458>. (305352284).

Step Up to Writing

- Smith, K. A. (2008). Reading writers and writing readers: The impact of the step up to writing literacy program on diverse 6th grade students. (Order No. 3334588, University of California, Irvine and University of California, Los Angeles). ProQuest Dissertations and Theses, , 152. Retrieved from <http://search.proquest.com/docview/304812690?accountid=458>. (304812690).

6A.3

This data indicates that student proficiency lags significantly behind statewide averages across all subject areas associated with Michigan Education Assessment Program.

- 74% of 6th grade males were not proficient in reading
- 66% of 6th grade females were not proficient reading
- 74% of 6th grade black or African American were not proficient in reading
- 67% of 6th grade Hispanic learners of any race were not proficient in reading
- 76% of 6th grade economically disadvantaged learners were not proficient in reading
- 69% of 6th grade English language learners were not proficient in reading
- 82% of 6th grade homeless learners were not proficient in reading

- 98% of 6th grade males were not proficient in math
- 92% of 6th grade females were not proficient in math
- 95% of 6th grade black or African American were not proficient in math
- 93% of 6th grade Hispanic learners of any race were not proficient in math
- 99% of 6th grade economically disadvantaged learners were not proficient in math
- 89% of 6th grade English language learners were not proficient in math
- 100% of 6th grade homeless learners were not proficient in math

- 80% of 7th grade males were not proficient in reading
- 85% of 7th grade females were not proficient in reading
- 99% of 7th grade black or African American were not proficient in reading
- 92% of 7th grade Hispanic learners of any race were not proficient in reading
- 83% of 7th grade economically disadvantaged learners were not proficient in reading
- 100% of 7th grade English language learners were not proficient in reading
- 83% of 7th grade homeless learners were not proficient in reading

- 100% of 7th grade males were not proficient in writing
- 90% of 7th grade females were not proficient in writing
- 95% of 7th grade black or African American learners were not proficient in writing
- 96% of 7th grade Hispanic students of any race were not proficient in writing
- 94% of 7th grade economically disadvantaged learners were not proficient in writing
- 100% of 7th grade English language learners were not proficient in writing
- 100% of 7th grade homeless learners were not proficient in writing

Redesign Plan

Pontiac Academy for Excellence - Middle School

- 98% of 7th grade males were not proficient in math
 - 98% of 7th grade females were not proficient in math
 - 99% of 7th grade black or African American were not proficient in math
 - 100% of 7th grade Hispanic learners of any race were not proficient in math
 - 97% of 7th grade economically disadvantaged learners were not proficient in math
 - 100% of 7th grade English language learners were not proficient in math
 - 100% of 7th grade homeless learners were not proficient in math
-
- 75% of 8th grade males were not proficient in reading
 - 73% of 8th grade females were not proficient in reading
 - 77% of 8th grade black or African American learners were not proficient in reading
 - 63% of 8th grade Hispanic learners of any race were not proficient in reading
 - 73% of 8th grade economically disadvantaged learners were not proficient in reading
 - 76% of 8th grade English language learners were not proficient in reading
-
- 89% of 8th grade males were not proficient in math
 - 98% of 8th grade females were not proficient in math
 - 98% of 8th grade black or African American were not proficient in math
 - 82% of 8th grade Hispanic learners of any race were not proficient in math
 - 92% of 8th grade economically disadvantaged learners were not proficient math
 - 86% of 8th grade English language learners were not proficient in math

The district has purchased a new writing program, Step Up to Writing, in order to address the deficits in writing as seen on the fourth grade 2012 MEAP writing portion. The lack of a consistent writing program within the elementary was seen as an underlying cause to student lack of success in writing. This program will service all students in the district K-12. Teachers, support staff, and administration received initial training on this program in August of 2013. Continued training will be done throughout the 2013-2014 school year. The use of this program will support all students including all subgroups. In addition, the district purchased Saxon Math to address the continuing decline of the math scores as measured by MEAP, Scantron Performance, Scantron Achievement, and class work. All staff received initial training on this program in August of 2013 and will continue to receive support and training throughout the 2013-2014 program. Both the writing and math programs will be monitored for fidelity through walkthroughs, analysis of student work and Scantron Performance series in bi-weekly data meetings.

The use of Curriculum Crafter will be integrated district-wide K-12. Curriculum Crafter is an on-line tool was created by the Kent County Intermediate School District this full-featured tool assists teachers in creating lesson plans to assure the use of CCSS. Pontiac Academy for Excellence also incorporates a district wide lesson template to ensure uniformity of lesson planning and delivery.

The use of Lorraine Monroe's Blackboard Configuration (BBC) has been adopted K-12. The Blackboard Configuration, developed by Dr. Lorraine Monroe at the Frederick Douglass Academy in New York City and implemented in every class by teachers, is designed to ensure that classes are focused and well-organized. As part of the BBC, the following items are on each whiteboard at the beginning of every class:

- A specific and measurable "Aim" for the day (connected to CCSS and GLCES).
- A "Do Now" or opening activity that immediately engages students in writing for two to five minutes.
- The homework assignment due the following day.

Redesign Plan

Pontiac Academy for Excellence - Middle School

Teachers were trained in August on the BBC. The use of the Blackboard Configuration is being monitored by administration and instructional coaches through walkthroughs and observations. Instructional coaches will provide additional support throughout the 2013-2014 school year during weekly grade level meetings.

The district is incorporating the strategies of Charlotte Danielson's four domains. The domains are: 1. Planning and Preparation, 2. Classroom Environment, 3. Instruction 4. Professional Responsibilities.

School administrators will be trained on each of the domains and the multiple components within each. Once the leadership training has been completed, the school leaders will take on the responsibility of training their instructional staff members on Danielson's Domains. This will be done through a book study during weekly professional development. Teachers will also have access to Teachscape an online tool that will provide additional support by providing staff with a library of resources including videos.

Data Dialogues surfaced the need for a tiered intervention support system that will lead to positive changes in teaching and learning. The system ensures that all of our students receive high-quality instruction that will lead to academic success.

This progression will be a tiered process involving the use of assessment results to place students into each perspective tier of intervention.

- Tier I general classroom Instruction with differentiated instruction delivered by classroom teachers. Scantron Performance, Scantron Achievement, and informative data will be used to identify students and monitor their progress.

- Tier II builds upon Tier I instruction, using strategic, evidence-based interventions, delivered in small groups within the general education classroom with support. Teachers will be involved in data meeting action plans general education teachers will seek the support of the Interventionist for strategies to employ in the classroom.

- Tier III uses intensive, evidence-based interventions, provided to individuals or in very small groups; delivered by interventionist. These students will be referred by Student Achievement Team where Interventionist will provide intensive instruction in a small group setting or one on one Interventionist will incorporate the following: Renaissance Learning (entrance/exit assessment).

6A.5

The focus for this school year is mathematics and English Language Arts, the school has implemented a new math program, Saxon Math, as well as a new writing Program, Step Up to Writing. Pontiac Academy for Excellence school district will be implementing a new district wide Social Studies and Science program with the purchase of new materials in the next three consecutive years as outlined social studies (2014-2015), science (2015-2016). A review committee has been developed to review Reading programs for adoption in the later part of 2014.

6A.6Based on the analysis of 2010, 2011, & 2012 MEAP Reading data, the need for a Reading program was identified. As stated earlier the district is planning on looking at all materials Reading in order to align curriculum throughout the district within the next two to three years. In addition, teachers will continue to incorporate project based learning that will encompass reading, social studies, science, math, writing, and speaking. Administration as well as the instructional coaches will provide support to teachers to ensure the fidelity of the social studies and science instructional practices through walkthroughs, formal observations and modeling the best practices.

Additional time in all core subjects is being provided to students who are performing low through the after school tutoring program. This program offers up to 65 hours of supplementary training in reading, math, and writing. Additional instruction is offered during the reading section in science and social studies through an intensive informational text concentrating on social studies and then on science. This instruction is provided by our certified teaching staff.

Staff received training on Reading Apprenticeship August 2013. This training promotes literacy across the content areas.

Summer school is offered for a five week session each summer and is mandatory for students at risk of failing. This program concentrates on all core subjects providing a smaller teacher to student ratio.

The district has purchased a new math program, Saxon Math; the lack of consistency throughout the district in our mathematical instruction

Redesign Plan

Pontiac Academy for Excellence - Middle School

was cited as a cause for the middle school's low math scores on the 2012 MEAP. Math scores were in the single digits at many grade levels. This math initiative is aligned vertically and horizontally. Teachers were trained on the program in August prior to the start of the 2013-2014 school year. Proper implementation of this program is being monitored by the leadership team (principal, assistant principal and instructional coaches) during walkthroughs and formal evaluations. The instructional coaches will also provide staff members with additional support through modeling the use of the program. The effectiveness of the new math program will also be monitored through surveys, classroom grades, common assessments, and Scantron Performance Series testing. Saxon Math all of which are aligned curriculum both vertically and horizontally. The research to support the choice of Saxon Math: Slavin, Robert E. & Lake, Cynthia (2007) Effective Programs in Elementary Mathematics: A Best Evidence Synthesis. Retrieved from http://www.bestevidence.org/word/elem_math_Feb_9_2007.pdf

The district has adopted a K-12 writing program, Step Up to Writing, according to the seventh grade 2012 MEAP writing scores, 90% of the students weren't proficient. The school identified the lack of a writing program as a factor. Teachers received training on the program in August prior to the 2013-2014 school year. In addition the middle school instructional leadership team attended this training to ensure effective monitoring and to provide teachers with additional support with this new program. Teachers will be monitored for use of the program through walkthroughs and formal observations. Instructional coaches are providing teachers with modeling to ensure the fidelity of the instructional use of the writing program. To ensure the success of the program teachers will be surveyed for feedback on the effectiveness of the program as well as data analysis of grade level writing monthly by each grade level team with the support of the instructional coaches. The research behind the decision to incorporate Step Up to Writing: Aldrich, A. (2009). "I'm a star pupil." how the color-coding strategy used in step up to writing helps third graders better organize their expository writing and improve their self-confidence as writers. (Order No. 1471244, University of California, Davis).ProQuest Dissertations and Theses, 102. Retrieved from [http:// http://search.proquest.com/docview/304851764?accountid=458](http://search.proquest.com/docview/304851764?accountid=458). (304851764).

Based on the analysis 2010, 2011 & 2012 MEAP data for Science and Social Studies students scored less than 3% each year. It's evident that a program is needed. As stated earlier the district is planning on looking at all materials in social studies and science in order to align curriculum throughout the district within the next two to three years. In addition, teachers will continue to incorporate project based learning that will encompass reading, social studies, science, math, writing, and speaking. Administration as well as the instructional coaches will provide support to teachers to ensure the fidelity of the social studies and science instructional practices through walkthroughs, formal observations and modeling the best practices.

6B.6

Pontiac Academy for Excellence aligns to the Common Core State Standards (CCSS) to ensure that the instructional program is aligned from grade to grade in ELA and Math. Materials used, Saxon Math, and Step up to Writing Curriculum pacing guides are used by each grade level and include CCSS for reading, writing, and math. The pacing guides also incorporate materials listed above. Teachers meet weekly to plan and assure consistency throughout their grade level in instructional practices. Each grade level has a pacing guide using the Grade Level Content Standards (GLCES) in social studies and science.

The alignment of instruction, materials, and content vertically across grade levels will be implemented through quarterly vertical curriculum planning meetings with staff in elementary and the high school plan and align curriculum. The focus of these meetings will be reviewing and or revising curricular documents such as pacing guides using student performance data (MEAP, teacher graded assessments, Scantron Performance and Scantron Achievement assessments) from the current year's plan.

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

Redesign Plan

Pontiac Academy for Excellence - Middle School

key terms), (b) explain how data will be used as a basis for differentiation of instruction, and (c) describe how data about the instructional practices outlined in the instructional program (see requirement #6) will be collected, analyzed, and used to increase achievement and close achievement gaps (see key terms).

Goal 1:

Learning time for all students will be maximized.

Measurable Objective 1:

demonstrate a behavior of maximizing student learning time by 06/20/2014 as measured by declines in disciplinary referrals, and behavioral interventions that result in time spent out of the classroom..

Strategy1:

Classroom Management Training - Through continued practice and training, teachers will continue to improve classroom management techniques.

Research Cited: Marzano, R., Marzano, J., & Pickering, D. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. Alexandria, VA: ASCD. Lemov, Doug: Teach Like a Champion. Vossy-Bass Teacher. San Francisco, CA. (2010).

Activity - Classroom Management Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Professional development training through a book study of "Teach Like a Champion".	Professional Learning	08/26/2013	06/20/2014	\$750 - Title I Part A	All Staff

Strategy2:

Use of Professional Learning Communities - Staff will participate in a variety of professional learning community activities in order to collaborate, review, observe, and discuss best practices for improving instructional practices as it relates to improving student academic achievement. This includes regular student achievement data study, the development of short-term action plans based on the results of interim assessments, peer observations, recorded lesson reflection activities, and article studies.

Research Cited: Dufour, Ri., Dufour, Re., Eaker, R., Karhanek, G. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Chicago, IL: National Education Service. Tobia, E.F., & Hord, S.M. (2012). I Am a Professional: Learning Communities Elevate Teachers' Knowledge, Skills, and Identity. Journal of staff Development. 33(3), 16-18, 20, 26. Hughes-Hassell, S., Brasfield, A., & Dupree, D. (2012). Making the Most of Professional Learning Communities. Knowledge Quest. 41(2), 30-37.

Activity - Data Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level/Department teams and administrators will meet bi-monthly to study assessment data, such as MEAP, Study Island, and Scantron Performance Series to identify student needs and ways to improve instruction in the classroom. (Resources: Northwest Evaluation Association).	Professional Learning	10/01/2013	06/27/2014	\$6000 - Title I Part A	Administrators

Goal 2:

Redesign Plan

Pontiac Academy for Excellence - Middle School

All students will increase their ability to understand and apply mathematical concepts.

Measurable Objective 1:

14% of All Students will demonstrate a proficiency in mathematical concepts and operation in Mathematics by 06/20/2014 as measured by MEAP, Scantron Achievement series, NWEA testing, Quarterly Common Assessments, GLCE tracking forms, Yearlong Assessment Tracking Forms.

Strategy1:

Differentiated Instruction - Staff will use a variety of differentiated instruction activities including technology, hands-on learning, cross-curricular activities, additional practice and online program to meet the individual needs of students.

Research Cited: Guild, P.B., and Garger, S (1998). What Is Differentiated Instruction? Marching to Different Drummers 2nd Ed. (ASCD, p.2) Tomlinson, C.A., (1995). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536.

Willis, S. & Mann, L., (2000). Differentiating instruction: Finding manageable ways to meet individual needs (Excerpt). Curriculum Update.

Tomlinson, C.A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Association for Supervision and Curriculum Development.

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Study Island, web-based program in the classroom for assessment and practice. Use of Study Island in summer school and after school tutoring programs. Students work at their own pace. Teachers will use Study Island a minimum of two days per week in summer school . Teachers will be required to show pre and post test data weekly through the Study Island website. Teachers will use Study Island weekly in the after school tutoring program. Throughout the course of the regular school year, teachers will create monthly lessons in Study Island that can then be completed via whole group or individual practice.	Technology	10/24/2011	06/30/2015	\$3000 - Title I Part A	All instructional staff, Principal, Assistant Principal

Goal 3:

All students will increase their reading proficiency across the content areas.

Measurable Objective 1:

33% of All Students will demonstrate a proficiency in reading comprehension in English Language Arts by 06/01/2014 as measured by MEAP scores, NWEA scores, quarterly assessments, GLCE tracking forms, yearlong tracking forms.

Strategy1:

Professional Learning Communities - Instructional staff will engage in Professional Learning Activities in order to improve instruction and increase student achievement in all content areas.

Redesign Plan

Pontiac Academy for Excellence - Middle School

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

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

Activity - MEAP review week	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will create MEAP review week activities that address the areas of concern. This will also include both a pre-test and a post-test in order to measure student growth.	Other	04/01/2013	06/30/2015	\$0 - No Funding Required	Instructional staff, Administration

Activity - Quarterly Vertical Meetings-including HS and ELEM	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will meet to discuss data analysis, strengths and weaknesses of the grade level, and also what the grade level either above or below can do to address the areas of concern.	Professional Learning	08/26/2013	06/30/2015	\$0 - No Funding Required	Instructional staff, administration

Activity - Weekly content area planning meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will meet weekly to plan upcoming content/lessons/projects	Other	10/01/2012	06/12/2015	\$0 - No Funding Required	Instructional staff, Administration

Activity - Peer observations	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will participate in peer observations a minimum of twice per year in order to gain new ideas and perspectives about teaching from their colleagues. With a systematic approach, and multiple observations teachers will strengthen their teaching strategies.	Professional Learning	11/04/2013	05/29/2015	\$300 - Title I Part A	Instructional staff, administration

Activity - Recorded Lessons	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Teachers will be recorded teaching a lesson a minimum of once per semester. The teacher, along with the intervention coordinator, will analyze the recording for effectiveness and other strategies.	Professional Learning	09/03/2013	06/30/2015	\$0 - No Funding Required	Intervention Coordinator, Instructional staff, Administration

Activity - Bi-weekly content area data meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional staff will meet to review and analyze data from both formative and summative assessments, as well as standardized testing data.	Professional Learning	09/03/2013	06/30/2015	\$0 - No Funding Required	Instructional staff, administration

Redesign Plan

Pontiac Academy for Excellence - Middle School

Goal 4:

All students will increase their proficiency in Social Studies

Measurable Objective 1:

30% of All Students will demonstrate a behavior of maintaining , or increasing their performance level in Social Studies by 06/30/2015 as measured by MEAP.

Strategy1:

Differentiated Instruction - Staff will use a variety of differentiated instruction activities, including technology, hands-on learning, cross-curricular activities, additional practice, and online programs designed to meet the needs of individual students.

Research Cited: Guild, P.B., and Garger, S (1998). What Is Differentiated Instruction? Marching to Different Drummers 2nd Ed. (ASCD, p.2)

Tomlinson, C.A., (1995). Differentiating instruction for advanced learners in the mixed-ability middle school classroom. ERIC Digest E536.

Willis, S. & Mann, L., (2000). Differentiating instruction: Finding manageable ways to meet individual needs (Excerpt). Curriculum Update.

Tomlinson, C.A., & Allan, S. D., (2000). Leadership for differentiating schools and classrooms. Association for Supervision and Curriculum Development.

Activity - Differentiated Instruction Training	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will participate in training on effective differentiated instructional practices within the classroom to meet students' individual needs.	Professional Learning	08/19/2013	03/28/2014	\$0 - No Funding Required	Principal

Activity - Use of Differentiated Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Staff will implement differentiated instruction strategies within their classroom to meet the needs of individual students.	Other	09/09/2013	06/20/2014	\$0 - No Funding Required	Administrators

Activity - Study Island	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Use of Study Island, web-based program in the classroom for assessment and practice. Use of Study Island in summer school and after school tutoring programs. Students work at their own pace. Teachers will use Study Island a minimum of two days per week in summer school . Teachers will be required to show pre and post test data weekly through the Study Island website. Teachers will use Study Island weekly in the after school tutoring program. Throughout the course of the regular school year, teachers will create monthly lessons in Study Island that can then be completed via whole group or individual practice.	Technology	10/24/2011	06/30/2015	\$3000 - Title I Part A	Administrators, Instructional Staff

Redesign Plan

Pontiac Academy for Excellence - Middle School

Narrative:

Pontiac Academy for Excellence Middle School plan for providing student support socially, emotionally and through community service includes:

Pontiac Academy for Excellence (PAE) is using the Multi-Tiered System of Support (MTSOS) process to identify student's social and emotional needs. Data will be attained through attendance records, office disciplinary referrals, social work referrals, Student Achievement Team referrals, student and parent surveys. Through MTSOS interventions are linked to the social, emotional, or behavioral needs of students.

For Tier 1 Universal Support:

The school recognizes that students are more likely to succeed in school, only after students' social, emotional, and physical needs have been met (CASEL, 2002). Furthermore, research states students who perceive the teachers as caring and as holding high, fair, and clear expectations for them are more likely to report engagement in school. "Engagement is a robust predictor of student achievement and behavior, regardless of socio-economic status" (Klem and Connell, 2004). Research states that there is a consistent positive relationship between parental engagement and classroom performance. In an effort to ensure social, emotional supports are in place, PAE has put the following universal supports in place:

- PAE has adopted Three Pillars of Excellence: Safety, Respect and Learning. Building and grade level assemblies are held monthly and our focused around these pillars, ensuring that students and staff understand and honor these pillars. The positive climate is also created through daily recitation of the "Pledge of Allegiance" and "Champion Drill" that reiterates high expectations and self-confidence.
- PAE adopted Capturing Kids' Hearts. Initial training took place in August 2013 with follow up training will take place in the Spring of 2014. In Capturing Kids' Hearts, teachers model caring and consistent behaviors every day through a systematic approach. A Capturing Kids' Hearts teacher builds a caring and supportive relationship with the student (Flip Flippen Group). The teacher also uses strategies to reduce social anxiety for students. Every classroom teacher meets and greets students each day as part of their morning routine. The teachers also work with students to develop a classroom social contract which provides them with fair and clear expectations and creates ownership of behaviors in the classroom. Through the use of the EXCEL model from Capturing Kids' Hearts students are taught to engage, explore, communicate, be empowered, apply and reflect on their behavior or actions exhibited. These elements cultivate students into leaders.
- A positive behavior curriculum will be adopted and implemented to reduce time out of the classroom for student behavior issues.
 - o Currently PAE uses Golden Eagle tickets as a school wide recognition and positive behavior reinforcement.
- Establish a school-wide behavior management system with clear expectations and consequences. Through staff professional development, student assemblies, and parent orientation all stakeholders were informed of expectations.
- Promote Healthy well- being for all students. The School provides a free nutritious breakfast and lunch for all students, to ensure all students' basic needs are met so learning can take place.
- There is a need for increased parental involvement at Pontiac Academy for Excellence. The current initiatives to engage parents as meaningful partners in the education of their children.
 - o Power of 7 Parenting University- online life management tools designed to help parents shift their attention to the educational needs of their children. This will be offered to parents district wide.
 - o Provides Opportunities for parents to obtain information on students learning and acquire strategies to assist their children include:
 - Curriculum night
 - Literacy night
 - Math night
 - Science Fair
 - monthly parent workshops

Redesign Plan

Pontiac Academy for Excellence - Middle School

principal coffee

Parent teacher conferences are held three times annually. Academic data for the given marking period is shared with parent/guardian.

MEAP Balls and Spaghetti- This initiative familiarizes parents with the MEAP test in grades 6-8. Students and parents are given test preparation strategies such as getting adequate sleep, eating a nutritious meal, attendance and seriousness of test.

Back to School Family Fun Festival

7.5

The rationale for implementing an after-school tutoring is that our highest needs students will be targeted for this program, which will provide additional learning time, in a small group setting for one hour per week when the program is offered. The curriculum for the after-school tutoring program is based on a study of student achievement data, focusing on the highest needs content standards.

The rationale for implementing these initiatives is to extend opportunities for learning or strengthening skills outside of the instructional day, as well as outside of the school's campus, to all of our students across the grade levels by providing families with a web-based resource that can be accessed at any time, any day.

- SIOP: Sheltered Instruction Observation Protocol

Tier II

Curriculum/Instruction

Data Meeting Action Plans

General Ed. Teacher seeks out Interventionist/At-Risk Coordinator for strategies to employ in the classroom.

- Assessment

Scantron Performance Series

Scantron Achievement Series

Tier III

- Curriculum/Instruction

Student Achievement Team referral and tracking

Interventionist/At-Risk Coordinator intensive instruction in a small group setting

o Renaissance Learning

Accelerated Reader

Successful Reader

Accelerated Math

Math Facts in a Flash

Tier IV

- Curriculum/Instruction

General Education Instruction

IEP

504 plan

The Student Achievement Team (SAT), previously known as the Child Care Team (CCT) or Student Assistance Team (SAT), is our District's collaborative approach to addressing student concerns related to academics behavior and social development.

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 learning 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.

8A. Time for Core Subjects

Middle School

Upon receiving notification of the school's Priority School status, the school and district leaders added five extra days of instruction onto the 2013-2014 school calendar with the intention of providing additional academic instruction and support to our students. During the 2012-2013 school year, students received 172 days of instruction. In the 2013-2014 school year, they will receive 177 days of instruction. Following this schedule will allow for 5 more hours of instruction in English language arts, 5 more hours of instruction in mathematics, 5 more hours of instruction in science, and 5 more hours of social studies, when compared against the 2012-2013 school year.

The middle school has also instituted sections of tutoring in the core content areas, that have been built into the daily schedule. Students have been strategically placed in these core content tutoring courses, based on their achievement scores on the fall 2013 Scantron Performance Series testing, combined with their results from their core content teachers' semester pretests. Students who have been assigned to these additional content area classes receive reteaching from their content area teacher for 55 additional minutes daily, to assure that enough time is made available to them to master the content. This schedule will continue to be followed throughout the first semester of the school year.

Beginning in the second semester of the 2013-2014 school year, the school will implement a schedule that is inclusive of a leveled time allotment for each class period, and will feature 3 additional minutes of instruction in the core content areas of English language arts, math, science and social studies. Making this change will provide students with 3.8 more hours of instruction in the core content areas through the end of the 2013-2014 school year, and will allow for 8.9 additional hours of instruction in these content areas beginning in the 2014-2015 school year, moving forward.

8B. Time for Enrichment

The school has identified the need for enrichment by implementing an after-school tutoring program which takes place in all four marking periods of the school year, in the content areas of reading, math and writing. Also, we have implemented a Science Fair, a Literacy Fair, and a Math Night, all of which provide after school opportunities that provide enrichment opportunities to our students. Also, every student in the school has access to Study Island, which may be used during school or after school for students to practice their skills pertaining to the Common Core State Standards.

Redesign Plan

Pontiac Academy for Excellence - Middle School

The rationale for implementing an after-school tutoring is that our highest needs students will be targeted for this program, which will provide additional learning time, in a small group setting for one hour per week when the program is offered. The curriculum for the after-school tutoring program is based on a study of student achievement data, focusing on the highest needs content standards.

The rationale for implementing these initiatives is to extend opportunities for learning or strengthening skills outside of the instructional day, as well as outside of the school's campus, to all of our students across the grade levels by providing families with a web-based resource that can be accessed at any time, any day.

8C. Time for Professional Learning

The school has planned for the implementation of several initiatives that will enhance teachers' experiences pertaining to job-embedded professional learning. In the 2013-2014 school year, the district is planning on instituting instructional coaches into its priority schools. Instructional coaches will work with teachers on a daily basis by making classroom observations, providing non-evaluative feedback, and working with them on refining their instructional practice in the classroom. Also, the district will implement the Teachscape Reflect and Learn software packages for the teachers and administrators of the school in 2013-2014. This web-based software will allow for a number of Professional Learning Community (PLC) activities to take place that include observation feedback, as well as multiple learning opportunities of instructional practices based on the work of Charlotte Danielson, through a video and resource library, articles, as well as courses that are designed to keep teachers informed on these practices. Also, the district has committed itself to bringing coherence to the other PLC activities throughout the schools. Peer observations, recorded lessons with self-reflections, as well as regular data meetings will all be a part of the school's PLC from the 2013-2014 school year, moving forward. Finally, in order to address a number of changes made to the program in the areas of curriculum, culture, and systems, the staff of the school reported early for an extra week of staff development in August. All instructional staff members participated in three weeks of staff development prior to the start of the school year, rather than two weeks, which had become the norm for the past two school years.

9A. Student Support

Our plan for addressing students' social and emotional needs begins with their 31A and Title I eligibility. For students who require social work services, the school has an on-site school social worker who meets with small groups, and individuals to address these needs. Also, students who are demonstrating emotional, mental, developmental, and social deficiencies in the classroom are identified as candidates for the school's Student Achievement Team. This team will come together to collaborate on the identified concern, and recommend research-based strategies from the Pre-Referral Intervention Manual (PRIM), published by Hawthorne. This team consists of administrators, coaches, interventionists, teachers, and the school social worker. The goal of the team is to develop short-term action plans to address the needs using the identified strategies from the PRIM. After an implementation period of 6 weeks, the team reassembles to follow-up on the rate of success or lack thereof and address the plan for moving forward. Students who do not find success with the identified strategies may be referred for an evaluation for special services, or may have a 504 plan developed for further supports to their needs.

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 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 Academy for Excellence Middle School plan for providing student support socially, emotionally and through community service

Redesign Plan

Pontiac Academy for Excellence - Middle School

includes:

9A.2

The school employ full time social worker who provides our students with small group and individualized social/emotional support and provides referrals to agencies such as Common Ground and Easter Seals for additional support and counseling. The social worker also is a member of the MTSoS team providing behavioral support. Pontiac Academy for Excellence also employ a nurse who is at the school daily administering medications, monitoring and providing education to students and parents with diabetes; as well as hygiene education. The school partners with Bright Smiles providing students with dental exams and lessons in dental hygiene. The district employs a Home School Liaison who provides additional resources to our parents through parent workshops, providing transportation for our homeless students and educating staff in regards to the needs of our population including our homeless students. The school participates with the Community Eligibility Option (CEO) for the provision of a free breakfast and lunch program for every student in the school.

Pontiac Academy for Excellence (PAE) is using the Multi-Tiered System of Support (MTSOS) process to identify student's social and emotional needs. Data will be attained through attendance records, office disciplinary referrals, social work referrals, Student Achievement Team referrals, student and parent surveys. Through MTSOS interventions are linked to the social, emotional, or behavioral needs of students.

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Redesign Plan

Pontiac Academy for Excellence - Middle School

children. This will be offered to parents district wide.

o Provides Opportunities for parents to obtain information on students learning and acquire strategies to assist their children include:

-Curriculum night

-Literacy night

-Math night

-Science Fair

monthly parent workshops

principal coffee

Parent teacher conferences are held three times annually. Academic data for the given marking period is shared with parent/guardian.

MEAP Balls and Spaghetti- This initiative familiarizes parents with the MEAP test in grades 6-8. Students and parents are given test preparation strategies such as getting adequate sleep, eating a nutritious meal, attendance and seriousness of test.

Back to School Family Fun Festival

- SIOP: Sheltered Instruction Observation Protocol

Tier II

Curriculum/Instruction

Data Meeting Action Plans

General Ed. Teacher seeks out Interventionist/At-Risk Coordinator for strategies to employ in the classroom.

- Assessment

Scantron Performance Series

Scantron Achievement Series

Tier III

- Curriculum/Instruction

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Interventionist/At-Risk Coordinator intensive instruction in a small group setting

o Renaissance Learning

Accelerated Reader

Successful Reader

Accelerated Math

Math Facts in a Flash

Tier IV

- Curriculum/Instruction

General Education Instruction

IEP

504 plan

The Student Achievement Team (SAT), previously known as the Child Care Team (CCT) or Student Assistance Team (SAT), is our District's collaborative approach to addressing student concerns related to academics behavior and social development.

9A.3

The school partners with many outside agencies such as:

- Oakland Livingston Human Service Agency (OLHSA) providing: health clinic, mental health support, Summer Community Lunch Program,

Vertical Alignment meetings with teachers of Head Start

- Bloomfield Hills Optimist Club Children's Holiday Wish Program through OLHSA.

Redesign Plan

Pontiac Academy for Excellence - Middle School

- Pontiac Rotary Club provides third graders with free dictionaries supporting our ELA programs.
- McLaren Oakland Hospital providing health academic tutors (science) as well as career education.
- Waterford Fire Department provides career education as well as fire prevention safety.
- Oakland County Sheriff Student of the Month Program and career education.
- Junior Achievement (JA) provides career education as well as economic lessons (social studies).
- Microsoft providing technology education and career education.
- Junior Achievement provides curricular activities/events

**Pontiac Academy for Excellence
Principals' Evaluation Rubric
2012-2013**

A. School Advance Administrator Evaluation System—30% (30/100)

Rating Scale:

Rating	Points
Ineffective	0
Minimally Effective	1
Effective	2
Highly Effective	3

Domain	Points Obtained	Points Possible	Percentage
1. Results (4)		12	
2. Leadership (6)		18	
3. Programs (6)		18	
4. Processes (6)		18	
5. Systems (7)		21	
TOTAL		87	

$$\frac{\quad}{87} \times \frac{0.35}{0.35} = \boxed{\frac{\quad}{30}}$$

B. Principals will provide evidence of improvement in student assessment scores using multiple assessments (MEAP, Mi-Access, MEAP-Access, MME/ACT, Common Assessments, NWEA, etc.)—20% (20/100)

Grade Level	Content Area	2012 MEAP	2012 Mi-Access	2012 MEAP-Access	NWEA	MME	3 rd MP Common Assessments	4 th MP Common Assessments
K	Reading	n/a	n/a	n/a	n/a	n/a		
K	Math	n/a	n/a	n/a	n/a	n/a		
K	Writing	n/a	n/a	n/a	n/a	n/a		
K	Science	n/a	n/a	n/a	n/a	n/a		
K	Social Studies	n/a	n/a	n/a	n/a	n/a		
1	Reading	n/a	n/a	n/a	n/a	n/a		
1	Math	n/a	n/a	n/a	n/a	n/a		
1	Writing	n/a	n/a	n/a	n/a	n/a		
1	Science	n/a	n/a	n/a	n/a	n/a		
1	Social Studies	n/a	n/a	n/a	n/a	n/a		
2	Reading	n/a	n/a	n/a	n/a	n/a		
2	Math	n/a	n/a	n/a	n/a	n/a		
2	Writing	n/a	n/a	n/a	n/a	n/a		
2	Science	n/a	n/a	n/a	n/a	n/a		
2	Social Studies	n/a	n/a	n/a	n/a	n/a		
3	Reading		n/a		n/a	n/a		
3	Math		n/a		n/a	n/a		
3	Writing	n/a	n/a	n/a	n/a	n/a		
3	Science	n/a	n/a	n/a	n/a	n/a		
3	Social Studies	n/a	n/a	n/a	n/a	n/a		
4	Reading		n/a		n/a	n/a		
4	Math		n/a		n/a	n/a		
4	Writing		n/a	n/a	n/a	n/a		
4	Science	n/a	n/a	n/a	n/a	n/a		
4	Social Studies	n/a	n/a	n/a	n/a	n/a		
5	Reading		n/a		n/a	n/a		
5	Math		n/a		n/a	n/a		
5	Writing	n/a	n/a	n/a	n/a	n/a		
5	Science		n/a	n/a	n/a	n/a		
5	Social Studies	n/a	n/a	n/a	n/a	n/a		
6	Reading		n/a		n/a	n/a	n/a	n/a
6	Math		n/a		n/a	n/a	n/a	n/a
6	Social Studies		n/a	n/a	n/a	n/a	n/a	n/a

Grade Level	Content Area	2012 MEAP	2012 Mi-Access	2012 MEAP-Access	NWEA	MME	3rd MP Common Assessments	4th MP Common Assessments
6	Reading	n/a	n/a	n/a	n/a	n/a		
6	Math	n/a	n/a	n/a	n/a	n/a		
6	Writing	n/a	n/a	n/a	n/a	n/a		
6	Science	n/a	n/a	n/a	n/a	n/a		
6	Social Studies	n/a	n/a	n/a	n/a	n/a		
7	Reading		n/a		n/a	n/a		
7	Math		n/a		n/a	n/a		
7	Writing		n/a		n/a	n/a		
7	Science	n/a	n/a	n/a	n/a	n/a		
7	Social Studies	n/a	n/a	n/a	n/a	n/a		
8	Reading		n/a		n/a	n/a		
8	Math		n/a		n/a	n/a		
8	Writing	n/a	n/a	n/a	n/a	n/a		
8	Science		n/a	n/a	n/a	n/a		
8	Social Studies	n/a	n/a	n/a	n/a	n/a		
9	Social Studies		n/a	n/a	n/a	n/a	n/a	n/a

Grade Level	Content Area	2012 MEAP	2012 Mi-Access	2012 MEAP-Access	NWEA	MME	3rd MP Common Assessments	4th MP Common Assessments
9	Reading	n/a	n/a	n/a	n/a	n/a		
9	Math	n/a	n/a	n/a	n/a	n/a		
9	Writing	n/a	n/a	n/a	n/a	n/a		
9	Science	n/a	n/a	n/a	n/a	n/a		
9	Social Studies	n/a	n/a	n/a	n/a	n/a		
10	Reading	n/a	n/a	n/a	n/a	n/a		
10	Math	n/a	n/a	n/a	n/a	n/a		
10	Writing	n/a	n/a	n/a	n/a	n/a		
10	Science	n/a	n/a	n/a	n/a	n/a		
10	Social Studies	n/a	n/a	n/a	n/a	n/a		
11	Reading	n/a	n/a	n/a	n/a			
11	Math	n/a	n/a	n/a	n/a			
11	Writing	n/a	n/a	n/a	n/a			
11	Science	n/a	n/a	n/a	n/a			
11	Social Studies	n/a	n/a	n/a	n/a			
12	Reading	n/a	n/a	n/a	n/a	n/a		
12	Math	n/a	n/a	n/a	n/a	n/a		
12	Writing	n/a	n/a	n/a	n/a	n/a		
12	Science	n/a	n/a	n/a	n/a	n/a		
12	Social Studies	n/a	n/a	n/a	n/a	n/a		

Rating Scale:

1 Student Growth Goal	2 Student Growth Goal	3 Student Growth Goal	4 Student Growth Goal
59% or fewer approved content area assessments reflect gains.	60% to 69% of approved content area assessments reflect gains.	70% to 89% of approved content area assessments reflect gains.	90% or more approved content area assessments reflect gains.

of content area assessments reflecting gains = _____

of content area assessments possible = _____

% of content area assessments reflecting gains = _____

Principal's Student Assessment Improvement Rating = _____

$$\frac{\quad}{4} \times \frac{5}{5} = \boxed{\frac{\quad}{20}}$$

*Please note that all *state* assessment results will be viewed as baseline data for the Elementary and Middle School principals for the 2012-2013 school year *only*.

Please note that beginning with the 2013-2014 school year, at least 25% of the annual year-end evaluation shall be **based on student growth and assessment data (at least 40% in 2014-2015, and at least 50% in 2015-2016)

C. Training and Proficiency in using the Teacher Evaluation Program—10% (10/100)

All teachers' evaluations submitted? Y or N

Number of points assigned: _____ / 10

D. Meeting school improvement target goals—10% (10/100)

This component only applies to principals who have completed 2+ full academic years in the position.

Did the School Make AYP? Y or N

Number of points assigned: _____ / 10

This will be shown through the attainment of AYP at each school level.

E. Meeting fall student enrollment targets—10% (10/100)

Did the school meet fall student enrollment targets? Y or N

Number of points assigned: _____ / 10

F. Student attendance: (85% average daily attendance)—10% (10/100)

Did the school maintain an 85% average daily attendance rate? Y or N

Number of points assigned: _____ / 10

G. Feedback (data) from student, parent and teacher/staff surveys—10% (10/100)

Did the principal submit evidence of all 3 surveys? Y or N

Number of points assigned: _____ / 10

Pontiac Academy for Excellence
Principal Evaluation Summary and Overall Effectiveness Rating

Name of Principal: _____

School Year: 2012-2013

School: _____

Component of Principal's Evaluation	Number of Points Earned	Number of Points Possible
A. School Advance Administrator Evaluation System		30
B. Principals will provide evidence of improvement in student assessment scores using multiple assessments (MEAP, Mi-Access, MEAP-Access, MME/ACT, Common Assessments, NWEA, etc.)		20
C. Training and Proficiency in using the Teacher Evaluation Program		10
D. Meeting school improvement target goals (Making AYP)		10
E. Meeting fall student enrollment targets		10
F. Student attendance: (85% average daily attendance)		10
G. Feedback (data) from student, parent and teacher/staff surveys		10
Total		100

Overall Rating	Ineffective	Minimally Effective	Effective	Highly Effective
Total Points Accrued by Principal	0-59	60-69	70-89	90-100

This principal's overall score of _____ equates to an overall effectiveness rating of
 100

_____ for the 2012-2013 school year.

 Signature of Principal

 Date

 Signature of C.A.O.

 Date

Pontiac Academy for
Excellence
Teacher Evaluation Process
Framework Overview

Presented by Tony Sedick
Monday, November 18, 2013

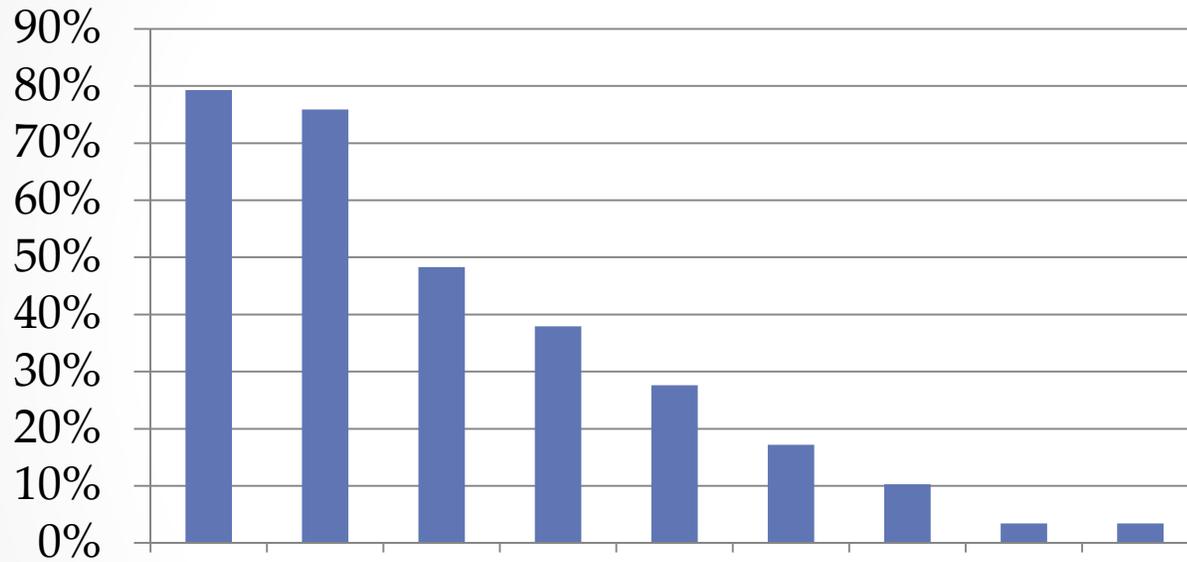


September 2013: Teachers were given the opportunity to participate in a survey that asked which components, in addition to student achievement growth, should be included in the Teacher Evaluation process. The results of this survey were used to design the new Teacher Evaluation Process at Pontiac Academy for Excellence.



Survey Results

% of Respondents



■ % of Respondents

Classroom Observation Feedback from Observers

Professionalism

Professional Growth Plan Progress

Exceptional Attendance at Work

Participation in Extra-Curricular Activities

Participation on Content-Based School Committees

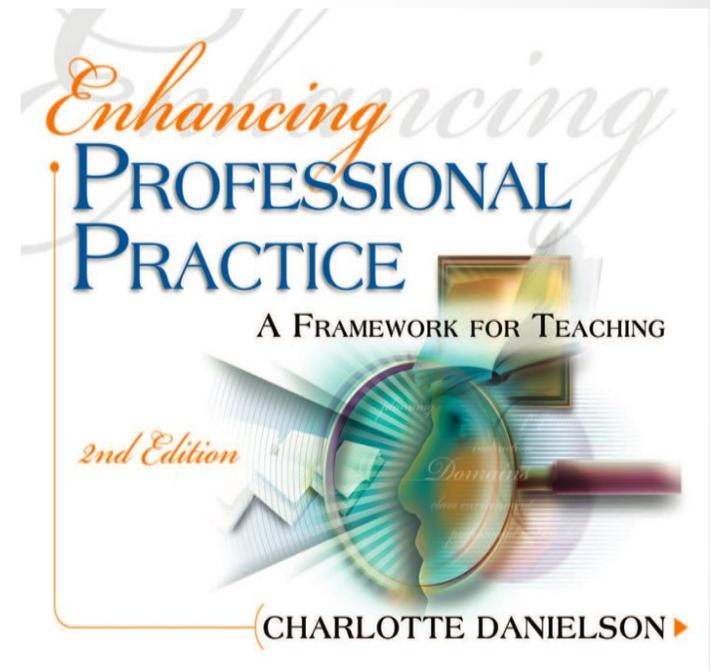
Participation on the School Improvement Team

Other (Classroom Management)

Other (Teamwork)

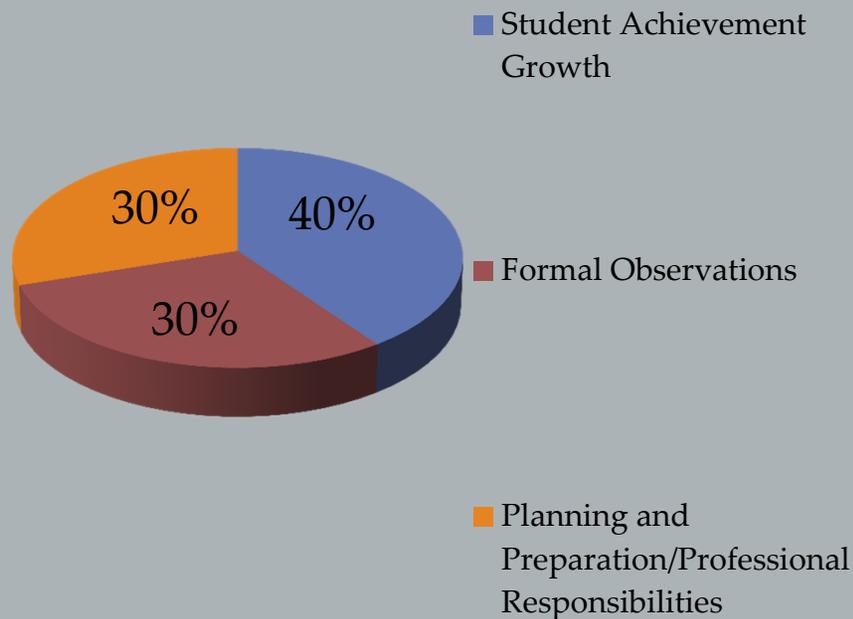
Teacher Evaluation Design

- Using the top 3 responses from our survey, the evaluation design has been developed to include:
 - Student Achievement Growth
 - Planning and Preparation, Professionalism
 - Using Domains 1 and 4 of Charlotte Danielson's Framework for Teaching
 - Classroom Observation Feedback from Observers
 - Using Domains 2 and 3 of Charlotte Danielson's Framework for Teaching

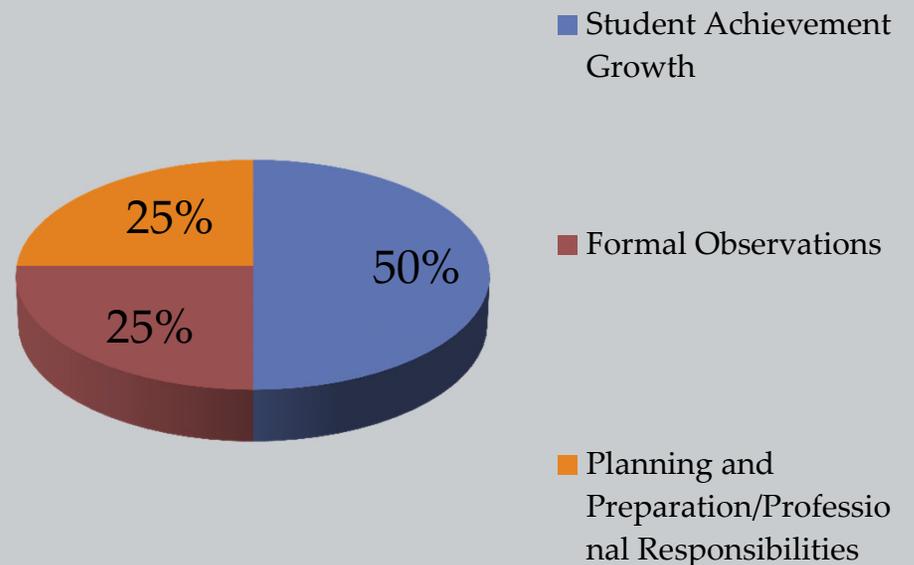


Teacher Evaluation Design

Teacher Evaluation Components (2013-2014)



Teacher Evaluation Components (2014-2015 and beyond)



Student Achievement Growth



Student Achievement Growth – Elementary School

Role	Assessment 1	Assessment 2	Assessment 3
K-1 st Grade Classroom Teachers	Performance Series Reading Foundation and Performance Series Math 40%	3 rd and 4 th Marking Period Pre- and Posttest (Scantron Achievement Series) 40%	Schoolwide Improvement on State Assessments Reading and Math 20%
2 nd Grade Classroom Teachers	Performance Series Reading and Performance Series Math 40%	3 rd and 4 th Marking Period Pre- and Posttest (Scantron Achievement Series and A-Net) 40%	Schoolwide Improvement on State Assessments Reading and Math 20%
3 rd -5 th Grade Classroom Teachers	Performance Series Reading and Performance Series Math 40%	3 rd and 4 th Marking Period Pre- and Posttest (Scantron Achievement Series and A-Net) 40%	Schoolwide Improvement on State Assessments Reading and Math 20%
Elementary Specials Teachers	3 rd and 4 th Marking Period Pre- and Posttest (Scantron Achievement Series) 80%	Schoolwide Improvement on State Assessments Reading and Math 20%	
K-5 Interventionists	Progress Monitoring on Star Reading 40%	Progress Monitoring on Star Math 40%	Schoolwide Improvement on State Assessments Reading and Math 20%
Special Education Teachers	Progress Monitoring on Star Reading 40%	Progress Monitoring on Star Math 40%	Schoolwide Improvement on State Assessments Reading and Math 20%

Student Achievement Growth – Middle School

Role	Assessment 1	Assessment 2	Assessment 3
6-8 ELA Teachers	Performance Series Reading Assessment 80%	Schoolwide Improvement on State Assessments Reading and Math 20%	
6-8 Math Teachers	Performance Series Math Assessment 80%	Schoolwide Improvement on State Assessments Reading and Math 20%	
6-8 Science Teachers	Performance Series Science Assessment 80%	Schoolwide Improvement on State Assessments Reading and Math 20%	
6-8 Social Studies, Electives Teachers	3 rd and 4 th Marking Period Pre- and Posttest (Scantron Achievement Series and A-Net) 80%	Schoolwide Improvement on State Assessments Reading and Math 20%	
6-8 Interventionist	Progress Monitoring on Star Reading 40%	Progress Monitoring on Star Math 40%	Schoolwide Improvement on State Assessments Reading and Math 20%
ELL Teacher	Performance Series Reading Assessment 80%	Schoolwide Improvement on State Assessments Reading and Math 20%	
Special Education Teachers	Progress Monitoring on Star Reading 40%	Progress Monitoring on Star Math 40%	Schoolwide Improvement on State Assessments Reading and Math 20%

Student Achievement Growth – High School

Role	Assessment 1	Assessment 2	Assessment 3
9-12 ELA Teachers	Performance Series Reading Assessment 80%	Schoolwide Improvement on MME Reading and Math 20%	
9-12 Math Teachers	Performance Series Math Assessment 80%	Schoolwide Improvement on MME Reading and Math 20%	
9-12 Science Teachers	Performance Series Science Assessment 80%	Schoolwide Improvement on MME Reading and Math 20%	
9-12 Social Studies, Electives Teachers	2 nd , 3 rd and 4 th Marking Period Pre- and Posttest (Scantron Achievement Series) 80%	Schoolwide Improvement on MME Reading and Math 20%	
ELL Teacher	Performance Series Reading Assessment 80%	Schoolwide Improvement on MME Reading and Math 20%	
Special Education Teachers	Progress Monitoring on Star Reading 40%	Progress Monitoring on Star Math 40%	Schoolwide Improvement on MME Reading and Math 20%

How Each Assessment Is Scored

- **State Assessments (ALL TEACHERS)**
 - Overall school improvement in proficiency in the content areas of Reading and Math (all tested content areas beginning in 14-15).
- **Scantron Performance Series (Teachers of Grades 6-8 Math, English Language Arts, and Science);**
 - Students have reached or exceeded their growth target, as identified by Scantron in their content-based assessments, which are aligned to the CCSS.
- **Scantron Achievement Series Common Assessments/Achievement Network Common Assessments (Teachers of Core Content and Non-Core Content);**
 - Students have obtained a score of 85% or more on the post-test or benchmark assessment for the marking period, or have improved their score on the post-test by at least 50%, when compared to their score on the marking period pre-test.
 - **All pretests and posttests must be approved by the building leadership.**

Student Achievement Growth and Evaluation

- Scantron Performance Series Performance Series (all combined applicable assessments)

Score	1	2	3	4
Description	59% or fewer students met identified growth targets.	60%-75% students met identified growth targets.	76-89% of students met identified growth targets.	90%-100% of students met identified growth targets.

- Achievement Series Pre- and Posttests/A-Net (all combined applicable assessments)

Score	1	2	3	4
Description	59% or fewer students scored 85% on their posttests or have grown at least 50% from pretest to posttest.	60%-75% of students scored 85% on their posttests or have grown at least 50% from pretest to posttest.	76-89% of students scored 85% on their posttests or have grown at least 50% from pretest to posttest.	90%-100% of students scored 85% on their posttests or have grown at least 50% from pretest to posttest.

Student Achievement Growth and Evaluation

- State Assessment (State Assessments, State Assessments-Access, MI-Access, MME)

Score	0	1	2
Description	The Overall Proficiency Rate for the school has not increased in Reading or Math from the previous school year.	The Overall Proficiency Rate for the school has increased in <i>either</i> Reading or Math from the previous school year.	The Overall Proficiency Rate for the school has increased in <i>both</i> Reading or Math from the previous school year.

Professionalism and Professional Growth (Submitting Artifacts)



Domain 1: Planning and Preparation

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Students
- 1c: Selecting Instructional Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning

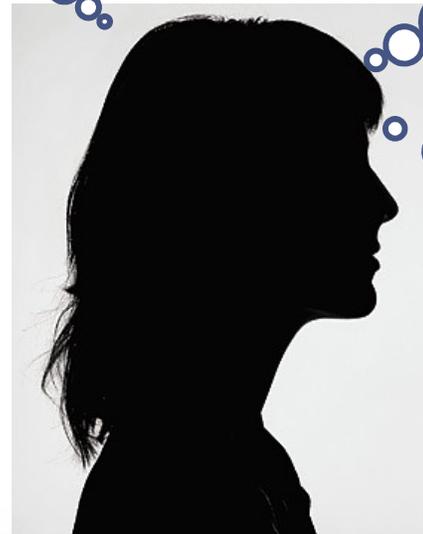
Who am I teaching?

How can I teach it so every student learns it?

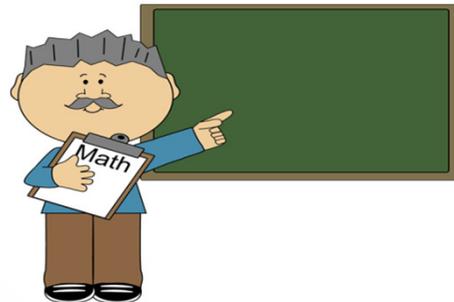
What am I teaching?

How will I really know when they have learned it?

Am I creating and submitting complete lesson plans?



Domain 4: Professional Responsibilities



- 4a: Reflecting on Teaching
- 4b: Maintaining Accurate Records
- 4c: Communicating with Families
- 4d: Contributing to the School and District
- 4e: Growing and Developing Professionally
- 4f: Showing Professionalism

Domains 1 and 4 Artifacts

- Teachers and school administrators will collaborate to collect artifacts that demonstrate the teachers' performance level of each of the components of Domains 1 and 4.
- These artifacts will be uploaded into *Teachscape* by the school administrator, and will contribute to the teachers' overall rating for each of these components at the end of the school year.
- Based on the artifacts uploaded, teachers will receive a score for each component in Domain I and IV, which will contribute to an overall Average Domain Score, which will be assigned a point value (out of 15 possible points per Domain)

The Classroom Environment
and Instruction
(Formal Classroom Observations)



Classroom Walkthroughs (CWTs)

- Classroom Walkthroughs (CWTs) will take place on a daily basis in all 3 schools.
- CWTs can be conducted by administrators, instructional coaches, and teachers, and are designed to **support** teachers in further development of their instructional practice.
- CWTs are **non-evaluative**, and will provide instant feedback to teachers, with a primary emphasis on Domains 2 and 3 of Charlotte Danielson's Framework for Effective Teaching.



Formal Observations

- Twice per year, each teacher will have a formal observation, completed by the school administrator assigned to him/her for evaluation.
- During these observations, the evaluator will assess the teacher's ability of demonstrating the components within Danielson's Domains of *The Classroom Environment* and *Instruction*.
- These assessments will be **evidence-based**.
- Teachers will be evaluated on the average of scores they have obtained in each of the components of Domains 2 and 3 of Danielson's framework in both formal observations, which will be assigned a point value (out of 15 possible points per Domain).

Formal Observations

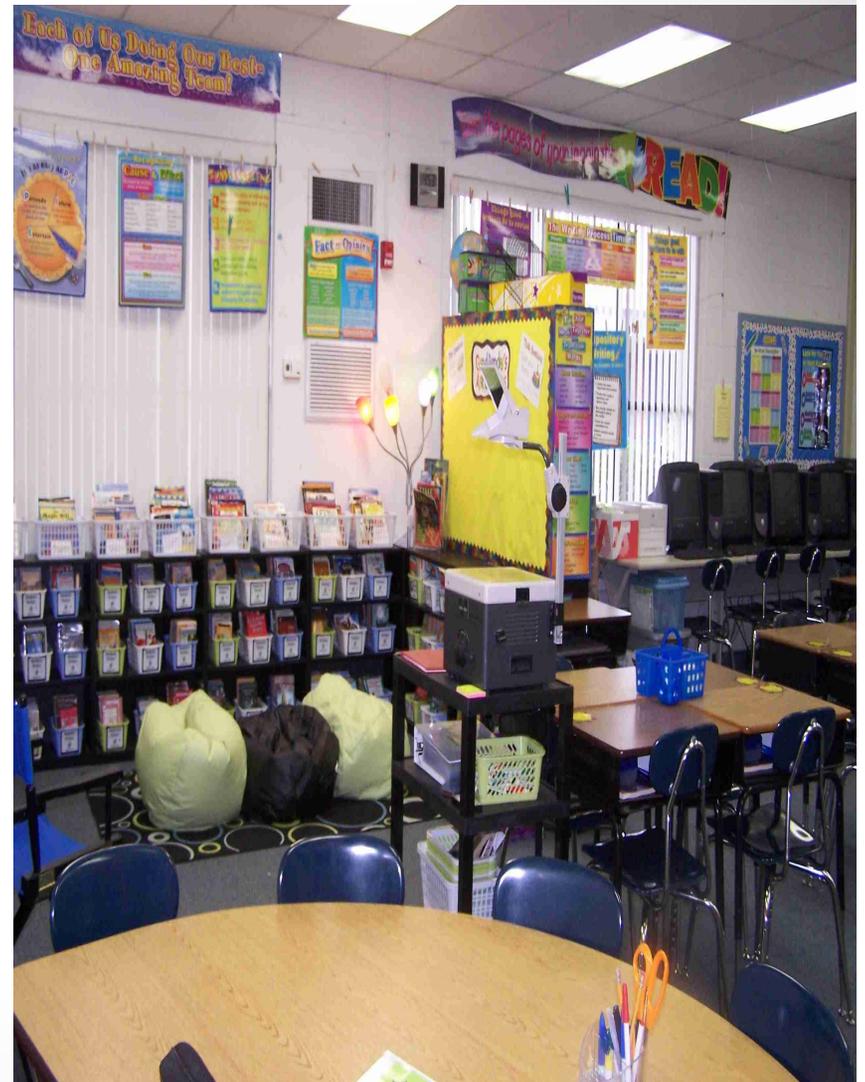
Name of Form	Completed By	Description of Form
Pre-Observation Form	Teacher	8 questions on the thought process of the teacher prior to the lesson that will be the focus of the formal observation.
Teacher Planning Artifacts	Teacher	Page that allows teachers to upload lesson plan, material templates, etc. prior to the observation.
Formal Classroom Observation	Evaluator	Evidence-based observation form, inclusive of rating scales for Domains 2 and 3 of Danielson's Framework. Based on the evidence collected, teachers will receive a rating for each of the components of these domains in each formal observation.
Lesson Artifacts	Teacher	Page that allows teachers to upload completed or in progress student work samples or other student outputs from the lesson that was the focus of the formal observation.
Observer Supplemental Artifacts	Evaluator	Page that allows the observer to upload any pictures, copies, or videos collected from the formal observation.
Post-Observation Form and Self-Assessment	Teacher	6 lesson reflection questions answered from the teacher's perspective, followed by a section where the teacher is asked to rate him/herself on each of the components found within Danielson's 4 Domains of Effective Teaching.

The Formal Observation Process

- Pre-Observation Meeting is scheduled by evaluator
- Pre-Observation Meeting is conducted between evaluator and teacher
- Formal Observation is scheduled by evaluator
 - *Pre-Observation Form* is to be completed by the teacher prior to Formal Observation
 - *Teacher Planning Artifacts* (the lesson plan, materials, etc.) are to be entered by the teacher prior to Formal Observation
- Formal Observation is conducted by evaluator
 - *Formal Classroom Observation Form* is completed by evaluator
 - *Teacher Lesson Artifacts* are uploaded by teacher after the observation
 - *Observer Supplemental Artifacts* (pictures, videos (10MB or less), etc.) are identified by evaluator during observation, and are uploaded by evaluator after the observation
- Post-Observation Meeting is scheduled by evaluator
 - *Post-Observation and Self-Assessment Form* are completed by the teacher and evaluator prior to the Post-Observation Meeting
- Post-Observation Meeting is conducted between evaluator and teacher
 - The evaluator reviews the *Formal Classroom Observation Form* with the teacher
 - The teacher reviews the *Post-Observation and Self-Assessment Form* with the evaluator.

Domain 2: The Classroom Environment

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior
- 2e: Organizing Physical Space



Domain 3: Instruction



- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Providing Feedback to Students
- 3e: Demonstrating Flexibility and Responsiveness

"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

Calculation of Final Evaluation/ Effectiveness Rating

- Teacher Receives a Score for Student Achievement Growth (40% of Evaluation Total) – 40 points possible.
- Teacher Receives a Score for Domains 1 and 4 (30% of Evaluation Total) – 30 points possible
- Teacher Receives a Score for Domains 2 and 3 Formal Observations (30% of Evaluation Total) – 30 points possible
- Total Score is Established by Combining all 3 scores.
- ***WE NEED A SCALE FOR INEFFECTIVE, MINIMALLY EFFECTIVE, EFFECTIVE, AND HIGHLY EFFECTIVE (OUT OF 100 POSSIBLE POINTS)***

Effectiveness Rating	Ineffective	Minimally Effective	Effective	Highly Effective
Total Evaluation Points Accrued	0-59 points	60-69 points	70-89 points	90-100 points

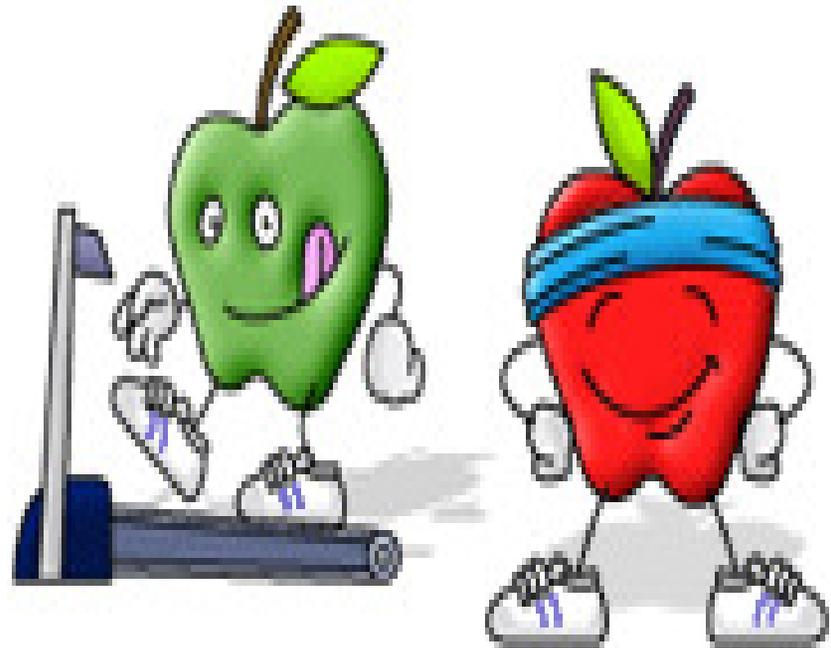
How Will I Know My Status for Each of the Teacher Evaluation Components?

- Results/feedback from all observations made by evaluators will be submitted and made available in each teacher's *Teachscape* account.
- Instructions for activating your *Teachscape* account were emailed to all teachers on Thursday, November 7, 2013.
- Formal training on Charlotte Danielson's Framework for Effective Teaching, *Teachscape Reflect and Learn*, as well as all forms that will be included in this process will be provided at the building level by the school leaders in the near future.



Teacher Evaluation

- When the development process has been completed in *Teachscape*, building leaders will provide training for staff on how to access/complete all aspects of teacher evaluation.
- Support will be available to teachers throughout the process.



Teacher Training

I will stay after we
dismiss for any
questions you may have.
Those who do not have
questions are free to
leave for the day.



Thank You!!!



WHO'S AWESOME?

You're awesome!