

Pontiac School District School Improvement Grant Application and Restructuring Plan

2010-2011

Dr. Thomas Maridada, Superintendent

Mrs. Carol Turpin, President, Board of Education

Anthony Jones, Principal

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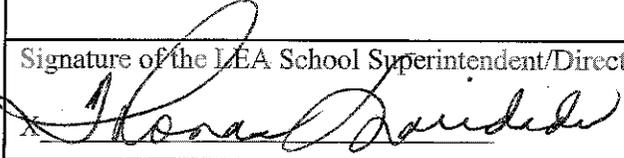
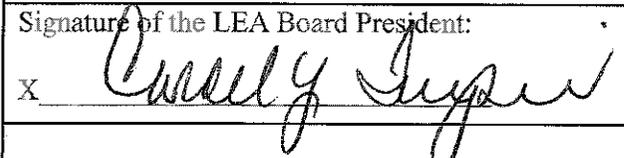
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**Pontiac School District
LEA Application Part I**

Pontiac School District School Improvement Grant Application and Restructuring Plan

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SIG GRANT--LEA Application APPLICATION COVER SHEET SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: School District of the City of Pontiac	Applicant's Mailing Address: 47200 Woodward Ave Pontiac, MI 48342
LEA Contact for the School Improvement Grant Name: Thomas G. Maridada, Ed. D Superintendent Allison Harmon, Ph. D. Position and Office: Chief Deputy Officer for Strategic Reform Contact's Mailing Address: 47200 Woodward Ave Pontiac, MI 48342 Telephone: 248.451.6852 Fax: 248.451.6864 Email address: aharmon@pontiac.k12.mi.us	
LEA School Superintendent/Director (Printed Name): Dr. Thomas Maridada	Telephone: 248.451.6883
Signature of the LEA School Superintendent/Director: X 	Date: July 14, 2010
LEA School LEA Board President (Printed Name): Mrs. Carol Turpin	Telephone: 248.451.6817
Signature of the LEA Board President: X 	Date: July 14, 2010
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

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GRANT SUMMARY

District Name:

District Code:

ISD/RESA Name:

ISD Code:

FY 2010

School Improvement Grant – Section 1003(g)

District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models: attach the full listing using form below in Section A , Schools to be Served, and the criteria for selection as attachments to this grant.

- Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher-performing schools in the district.
- Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools.
- Turnaround Model:** Replace principal and at least 50% of the staff, adopt new governance, and implement a new or revised instructional model. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.
- Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

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LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

SCHOOL NAME	NCES ID #	TIER	TIER	TIER	INTERVENTION (TIER I AND II ONLY)			
		I	II	III	turnaround	restart	closure	transformation
Pontiac High School			X					

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

PONTIAC HIGH SCHOOL WILL IMPROVE STUDENT ACHIEVEMENT AND SCHOOL CLIMATE USING THE TRANSFORMATION MODEL OF CHANGE

Summary of project objectives and expected outcomes: Pontiac High School, with the support of the Pontiac Public Schools, seeks to significantly improve school climate and student achievement in the core areas of reading, writing, mathematics, science, and social studies. Pontiac High School will meet this goal by reorganizing the high school into Smaller Learning Communities; by implementing research-based curricular and instructional supports designed by Talent Development High Schools, one of the state's preferred external partners; and by providing intensive, job-embedded professional development to teachers through coaching and professional learning communities. Over the period of the grant, Pontiac High School expects to:

- Meet or exceed the percentage of students meeting state benchmarks for mathematics and reading achievement on the Michigan Merit Examination (MME) by 2013
- Increase the pass rate of students in science and social studies to meet or exceed the accreditation process
- Increase average daily attendance for Pontiac High School students to at least 90% (baseline of 75%)
- Reduce the number of disciplinary issues from 8.2% to no more than 4.1% by 2013
- Increase teacher attendance to at least 90% by 2013 (baseline of 75%)

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- Increase the school's graduation rate to at least 90% by 2013
- Decrease the school's dropout rate to no more than 5% by 2013
- Immediately increase the number of instructional minutes in reading and mathematics by 66%
- Immediately increase the number of instructional minutes in the school year by 30 minutes a day (85 additional hours of instructional time each school year)
- Increase the number of highly effective teachers
- Increase the number of highly effective school leaders

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B. DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant. LEA's are encouraged to refer to their Comprehensive Needs Assessment (CNA) and District Improvement Plan (DIP) to complete the following:

Provide a narrative description following each of the numbered items below for each school the LEA plans to serve with School Improvement Grant funds.

1. For each Tier I and Tier II school that the LEA commits to serve, the LEA must:

- **Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school.** (Detailed descriptions of the requirements for each intervention are in Attachment II.) The LEA must analyze the needs of each Tier I, II or III school using complete and consistent data. (Attachment III provides a possible model for that analysis.) (Note: Do not complete analysis for Tier III at this time.)
- **Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school intervention model it has selected.** (Data and process analysis to assist the LEA with this application may be found in the Sample Application (Attachment III) for each school and in the District Improvement Plan (Attachment IV). In the Rubric for Local Capacity, (Attachment V) local challenges are indicated by the categories "getting started" or "partially implemented."

1. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

If an LEA claims lack of sufficient capacity to serve each Tier I school, the LEA must submit written notification along with the School Improvement Grant application, that it cannot serve all Tier I schools. The notification must be signed by the District Superintendent or Public School Academy Administrator and the President of the local school board. Notifications must include both signatures to be considered.

The notification must include the following:

- ✓ A completed online Michigan District Comprehensive Needs Assessment indicating that the district was able to attain only a "Getting Started" or "Partially Implemented" rating (link below) in at least 15 of the 19 areas with a description of efforts to improve.
- ✓

(http://www.advanced.org/mde/school_improvement_tasks/docs/ed_yes_report_template.doc)

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- ✓ Evidence that the district lacks personnel with the skills and knowledge to work with struggling schools. This includes a description of education levels and experience of all leadership positions as well as a listing of teachers who are teaching out of certification levels
- ✓ A completed rubric (Attachment V) scored by the Process Mentor team detailing specific areas of lack of capacity

2. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—

- Design and implement interventions consistent with the final requirements
- Select external providers from the state's list of preferred providers;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and
- Sustain the reforms after the funding period ends.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

5. Describe the annual goals for student achievement on the State's assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

6. For each Tier III school the LEA commits to serve, identify the services the school will receive or the activities the school will implement. (No response needed at this time.)

7. Describe the goals established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds. (No response needed at this time.)

8. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools.

- o Describe how this process was conducted within the LEA.

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Descriptive Information for Part B

Item 1

Describe the process the LEA has used to analyze the needs of each school and how the intervention was selected for each school

A team was established to engage in the process of selecting the Intervention Model to be recommended to the Pontiac Board of Education for Pontiac High School. This team consisted of seven members of the Pontiac High School "School Improvement Team" including the current building principal, classroom teachers, school psychologist, and department chairs. One participant is also a building liaison to the Pontiac Education Association (teacher's union) leadership team. The Pontiac High School team members, with the Chief of School Reform (a district level senior administrator) and a facilitator from the Oakland Intermediate School District engaged in the process identified by the Center on Innovation & Improvement for the selection of the best-fit intervention model.

The team began by examining the barriers and supports for each of the Intervention Models. They identified State statutes and policies, as well as district policies and contractual agreements that address, limited, created barriers to or provided support for each of the Intervention Models.

The team then analyzed current district and school data included in the Comprehensive Needs Assessment and the School Improvement plan, and developed the following profile for Pontiac High School:

Student Demographic Data

Pontiac High School (PHS) serves students in grades 9 through 12 with a total enrollment of 1764 on the fall count day and 1654 on the winter count date for the 2009-2010 school year. Demographic data reveals that 89.42% of PHS students are approved for Free/Reduced lunch; 16% are students receiving special education support and services and have an Individualized Education Plan; 15.7% of the students are English Language Learners with Spanish and Hmung as the most frequent home language. The racial/ethnic composition of PHS students indicate that 74% of PHS students are African American, 13 % Hispanic and Latinos, 8% Caucasian, and 5% Asian.

Performance Data

Graduation Rate (calculated according to state formula):

2009	67%
2008	81%
2007	83%

Dropout Rate:

2009 4-year cohort dropout rate 17.86%

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Student Attendance Rate:
2009-2010: 75%

ACT Data:

ACT Comparative Results (Northern High School)				Pontiac High School	
Spring 2007		Spring 2008	Spring 2009	Spring 2010	
Reading	15.1	14.3	14		
Math	15.1	15.1	14.7		
ACT Comparative Results (Central High School)					
Spring 2007		Spring 2008	Spring 2009		
Reading	14.5	13.7	14.2		
Math	15.1	15.6	15.6		

Grade 8 MEAP Scores (incoming HS freshman) % of students in each sub-group who tested as proficient or better test year 2009

<i>Subject</i>	<i>White, non-Hispanic</i>	<i>Black, non-Hispanic</i>	<i>Hispanic</i>	<i>Asian, Pacific Island</i>	<i>Native American</i>	<i>English Language Learners</i>	<i>Special Education</i>
ELA	60%	51%	50%	73%	<10	48%	12%
Mathematics	33%	20%	25%	60%	<10	30%	6%
Science	27%	24%	33%	60%	<10	33%	5%

Using this and other data from the Comprehensive Needs Assessment, the team completed all steps with fidelity and ranked the interventions models in the order of best fit:

1. Transformation
2. Turnaround
3. Restart
4. Closure

The following questions were explored to determine the best model for Pontiac High School based on the team's top two choices:

- **How will the district select a new leader of the school, and what experience, training, and competencies will the new leader be expected to possess?**

The Pontiac Board of Education approved offering a financial incentive to attract a principal for Pontiac High School. Process guidance for the selection of the new principal were derived from the guides prepared by Public Impact, a national education policy and management consulting firm based in Chapel Hill, North Carolina. These guides, part of the School Turnaround Collection from Public Impact, are entitled: "School Turnaround Leaders: Competencies

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for Success” and “School Turnaround Leaders: Selection Toolkit”.¹ An additional guidance source is “School Restructuring What Works When, A Guide for Educational Leaders.”²

An extensive search was made for High School principal candidates that included postings on the District web site, in professional journals and organizations/programs such as School Turnaround Organization and The Virginia School Turnaround Specialist Program at the University of Virginia.

The LEA team determined that this approach to principal recruitment and selection would work for either the turnaround or transformation model.

➤ **How will the Pontiac School District enable the new leader to make and sustain strategic staff replacements?**

The new transformation principal, after demonstrating success in the first year, will have the authority to remove the typically small number of staff members who have not made needed changes. Negotiated waivers will be arranged for these low-performing teachers to exit the school through in-district transfers. It is also understood that to support the school leader in recruiting and retaining highly effective teachers to this low achieving school, both the teacher involved and the principal must approve of the placement of that teacher in the reformed High School. The district is also developing a teacher incentive program tied to the goals of the School Improvement Grant in order to retain high quality staff at Pontiac High School.

What is the district’s own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

Commencing with the 2009-2010 school year, the Pontiac School District established governance that includes a senior, cabinet level administrator with the title and responsibilities of Chief Deputy for School Reform. The job description in Appendix A identifies the close connection this administrator will maintain with the Transformation Principal. Accountability will be clarified:

○ *Who will collect the performance data for the school? How?*

The Pontiac School District provides the service of an administrator for research and evaluation. This administrator, in collaboration with school and district staff, collects the performance data for the school that includes: standardized tests, norm/criterion-referenced tests, teacher observations of abilities, and authentic assessments. Staff, in its efforts to get results for improving student learning, will not only look at the state-required assessment, but will use multiple measures that are disaggregated, across demographic groups over time. The emphases shall be upon the understanding of the different types of assessment data that is analyzed for detail to clarify what is needed to continuously improve student performance results.

¹ Public Impact, “School Turnaround Leaders: Competencies for Success” and “School Turnaround Leaders: Selection Toolkit” www.publicimpact.com.

² The Center for Comprehensive School Reform and Improvement, School ‘Restructuring What Works When, A Guide for Education Leaders, pp 118-122.

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- *What format will be used to summarize findings? Who will get the findings? When?*

The Pontiac School District will use a variety of means to assess student learning including standardized tests, classroom-based such as performance assessments, portfolio assessments, teacher-given grades, and teacher observations. Standardized tests will be used for comparing results across students, classrooms, the School District-at-large, and state. Norm-referenced tests, also standardized tests, will be used to create meaning through comparing the test performance of the school, group, and individual with the performance of a norming group. Additionally, criterion-referenced tests will be used to compare an individual student's performance to a specific learning objective or performance standard further providing the data on the number or percentage of students meeting the standard, or the number of students falling in typical categories such as proficient, below proficient, advanced. Diagnostic tests will be given before instruction begins, especially in core subjects, to help teachers understand student learning needs, giving all staff the information necessary to tailor classes and instructional strategies to student needs. The findings will be gathered through the Pontiac School District Office of Research and Evaluation and shall be incrementally disseminated to the schools for staff training on how to use the given data to inform instruction and school organization.

- **How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?**

The district will maintain its close working relationship with the Oakland Intermediate School district for the continued use of content area coaches to work with core content teachers. The district's Office of Accountability will work closely with teacher teams to support their need for formative and summative student performance data for collaborative work within department instructional teams. District curriculum coaches will support professional development needs as identified through the School Improvement Plan to ensure systemic, comprehensive support to teachers for improved instruction that yields substantially increased student learning. This work will be supported through the Office of the Associate Superintendent for Instruction. The team provided the recommendation for the "Transformation Model" for Pontiac High School to the Superintendent. District leadership provided a presentation of the recommendation to the Pontiac Board of Education which included:

- Informing the Board members of Pontiac High School's placement on the list of the lowest 5% performing school in Michigan
- An explanation of the four School Improvement Models: Turn Around, Transformation, Restart, and Closure
- Securing the signature of the President of the Board of Education on the School Improvement Grant document indicating the selection of the Transformation Model for Pontiac High School Reform

- **How will the district sustain the reform after the funding ends?**

Under the leadership of Dr. Thomas Maridada, a proven turnaround expert, the district is focused transformation and reformation. The Superintendent and the Board of Education have made classroom instruction and student achievement the district's highest priority for all students. The goal of the district is to ensure that every child, in every classroom, has access to a high-quality and engaging standards-based instructional program, and that all school supports are aligned to support teaching and learning. To ensure that the district meets this goal at Pontiac High

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School, the district has dedicated resources from its operating budget to fund a Deputy Superintendent for School Reform as well as a contracted Turnaround Specialist who will guide the school transformation process at Pontiac High School and support the school leadership in sustained progress towards student achievement benchmarks outlined in the grant proposal and the School Improvement Plan. At the school level, the district has already reallocated resources to adjust the staffing model for the 9th grade at Pontiac High School to successfully create a 9th grade academy according to research-based strategies and practices developed by Talent Development High Schools, a state preferred partner for School Improvement Grants

In addition to commitment of these internal resources, the superintendent leads the way in securing external funding supports, both monetary and intellectual capital, for a sustained transformation program. Dr. Maridada has already secured a commitment from the United Way of Southeastern Michigan to establish a preliminary partnership with Talent Development High Schools to establish a ninth-grade academy at Pontiac High School. This partnership provided the resources necessary to secure curriculum materials and technical assistance from Talent Development for FY 11 and FY 12. The district plans to seek out additional funding opportunities that will help extend learning activities and reinforce core school transformation strategies for Pontiac High School.

Finally, the district plans to invest increased funding based on planned increases in student enrollment to sustain the structural elements of the school transformation initiative. As Pontiac High School begins to reduce its dropout rate, this will increase the number of students who remain enrolled, thereby increasing per-pupil funding available to students. A reduction in the dropout rate from current levels to 5% could result in an increase in state and federal funding of up to 1.4 million dollars (204 additional students x \$7326 foundation grant). Additionally, as student achievement increases as school climate improves, Pontiac is likely to see an increase in enrollment due to students who return back to the district from nearby charter schools. In fact, Pontiac High School's 9th grade enrollment surpassed projections this year, due in part to families returning from charter programs.

Based on this analysis and contemplation by the joint school and district SIG team, the transformation was determined to be the best model to deploy School Improvement Grant resources at Pontiac High School.

Item 1 (continued)

Describe how the LEA has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school identified in the LEA's application in order to implement, fully and effectively, the required activities of the school information model it has selected.

The following table summarizes the LEA's proposed activities for the transformation plan at Pontiac High School:

<i>1) Developing teacher and school leader effectiveness</i>		
<i>Required and/or permissible activities:</i>	<i>Proposed Activities at Pontiac High School</i>	<i>Related LEA Support</i>
"Replace the principal who led the school prior to commencement of the	A new transformation principal was selected for Pontiac High School and	These guides, part of the School Turnaround Collection from

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<p>transformation model.”</p>	<p>commenced work in August of 2010</p>	<p>Public Impact, are entitled: “School Turnaround Leaders: Competencies for Success” and “School Turnaround Leaders: Selection Toolkit”.³ An additional guidance source is “School Restructuring What Works When, A Guide for Educational Leaders.”⁴</p>
<p>“Use rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement.”</p>	<p>The school district, school leadership, and external partners Talent Development and Oakland Intermediate School District will develop and implement school leader and teacher evaluation systems.</p>	<p>Oversight and guidance of evaluation system development process; incorporation of district data systems into evaluation framework; Develop system for implementation and monitoring of new evaluation systems</p>
<p>“Identify and reward school leaders, teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.”</p>	<p>Pontiac High School will implement an incentive system for teachers that are clearly tied to improved student achievement and other data points directly correlated to the school’s transformation goals.</p>	<p>The LEA will facilitate and guide the design of the incentive system; LEA will incorporate district data systems into the teacher incentive plan; LEA will administer and monitor the incentive system at Pontiac High School</p>
<p>“Provide 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 they are equipped to facilitate effective teaching and learning and have capacity to successfully implement school reform strategies.”</p>	<p>Pontiac High School will incorporate professional learning communities, instructional coaches for language arts and mathematics coaching, and extended in-service professional development learning opportunities for staff members to increase the staff’s capacity for high quality instructional strategies that drive improved student achievement.</p>	<p>The district will work with school leadership and external partners to develop a recruitment and selection process for instructional coaches; District will incorporate data systems into data analysis activities by professional learning activities; District will provide compensation and negotiate necessary waivers for expanded in-service professional</p>

³ Public Impact, “School Turnaround Leaders: Competencies for Success” and “School Turnaround Leaders: Selection Toolkit” www.publicimpact.com.

⁴ The Center for Comprehensive School Reform and Improvement, School ‘Restructuring What Works When, A Guide for Education Leaders, pp 118-122.

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		development opportunities for instructional staff
“ Instituting a system for measuring changes in instructional practices resulting from professional development”	Pontiac High School will work with the district and external partners to develop rubrics and assessment frameworks for walkthroughs and other activities related to the measurement of instruction change related to professional development around the school transformation model	The district will provide support, guidance, and assistance to develop measurement system; the district’s data system will be incorporated into this measurement system, and the district will ensure the use of these rubrics and frameworks, as well as universal screeners to assess student growth; District will also monitor the appropriate, coordinated use of the measurement system
<i>(2) Comprehensive instructional reform strategies</i>		
<i>Required:</i>	<i>Proposed Activities at Pontiac High School</i>	<i>Related LEA Support</i>
“Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards.”	Pontiac High School, in partnership with Talent Development High Schools and Oakland Intermediate School District, will provide fully developed, research-based curricula in literacy, mathematics, and other areas specifically designed to engage adolescent learners, close skill gaps, and promote achievement in a standards-based, college preparatory curriculum. Curriculum and computer-assisted-instruction labs will provide double- and triple doses of support for students who need extra help.	LEA will coordinate articulation of support between the school and external partners; LEA will guide and monitor the curriculum development process, including alignment to state standards and ACT College Readiness Standards; LEA will coordinate vertical alignment between K-8 curricula and 9-12 curriculum developed at Pontiac High Schools
“Promote the continuous use of student data to inform and differentiate instruction to meet the academic needs of individual students.”	Leadership and instructional teams at Pontiac High School will use common planning time to analyze course performance, attendance, and behavior data to regularly assess student progress and coordinate appropriate individualized responses. External partners Talent Development High Schools and Oakland Intermediate School District possess strong data analytic capacity and will help Pontiac High School develop the capacity to take regular snapshots of the most vital performance indicators.	LEA will provide access to district data systems for ongoing analysis at both the School Leadership Team and teacher team level; district will adopt Universal Screeners, expand student information systems, and provide professional development around data systems as necessary to ensure the continuous use of student data at Pontiac High School
“Conducting periodic	Pontiac High School will conduct quarterly	The district will play an active

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<p>reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective”</p>	<p>implementation reviews with the school leadership team and the district and external partners to review the quality of implementation, analyze student outcomes, and adjust strategic plans based on the findings of these analysis.</p>	<p>role in the quarterly implementation reviews, both to determine what additional supports the LEA needs to provide in order to ensure progress on the School Transformation plan as well as monitor the work of the school and the external partners</p>
<p>“Improving student transition from middle to high school through summer transition programs or freshman academies”</p>	<p>Pontiac High School has created a Ninth Grade Academy based on the research and practices of Talent Development High School. This Ninth Grade Academy includes:</p> <ul style="list-style-type: none"> • A full-time administrator to serve as Academy Leader • A dedicated instructional staff that works only with 9th grade students • A physically distinct location within the building to create a distinct culture that supports 9th graders during their transition into high school • Extended learning time in reading and mathematics, including a specific “Double Dose” curriculum developed by Talent Development High Schools for students who enter the 9th grade with skills gaps in math and/or reading • Interdisciplinary teachers teams who share cohorts of students to provide increased personalization and improved student-teacher relationships • Common planning time for teacher teams to analyze student data, plan positive school climate activities, and design effective interventions for struggling students • Freshman Seminar, a course that provides all 9th graders with explicit instruction around the social and study skills necessary for success in high school as well as an opportunity to engage in post-secondary career and college planning. 	<p>The district has reallocated resources from the operating budget to support the ninth grade academy; provided oversight and support for the development of a master schedule that supports teacher teams and common planning times within the 9th grade academy; and provided the principal and school staff with the operational flexibility to reorganize the layout of the physical space in the building to create a distinct area for the 9th Grade Academy</p>
<p>“Increasing graduation rates through, for</p>	<p>Pontiac High School will work with Talent Development High Schools to create several small</p>	<p>LEA will provide the resources necessary to effectively staff</p>

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<p>example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills”</p>	<p>learning communities (SLCs): a 9th Grade Academy for incoming high school students, and Career Academies for students in grades 10-12. These SLCs will provide students with a higher degree of student support, improved teacher-student relationships, and increased personalization for students through the use of interdisciplinary teacher teams and other structures embedded into the SLCs.</p> <p>Pontiac High School will also provide additional support for students who struggle with reading and mathematics through the use of Talent Development-designed “double dose” courses in reading and mathematics in grades 9-11; Pontiac High School will also design credit recovery programs utilizing a combination of flexible scheduling, extended day activities, and credit recovery opportunities outside of the normal school week/year (Saturdays and Summer opportunities)</p>	<p>small learning communities and double dosing in math and reading, and to provide credit recovery opportunities; The district will provide the school leadership and teachers with the operational flexibility to physically reorganize the building into smaller learning communities; LEA will align student information and data systems to the small learning community structure. These data systems will also inform the placement of students into credit-recovery programs</p>
<p>“Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.”</p>	<p>Pontiac High School will create an Early Warning Indicator (EWI) data system to provide early identification of students exhibiting off-track behavior. Oakland Intermediate staff and Talent Development will provide professional development for Pontiac High School staff that will build the staff’s capacity to analyze EWI data and assign appropriate interventions to students.</p>	<p>LEA will provide student-level data needed to design Early Warning Indicator reports; district will work with school to house Early Warning Indicator reports within the district’s student information system</p>
<p><i>(3) Extended Learning Time and Creating Community-Oriented Schools</i></p>		
<p><i>Required:</i></p>	<p><i>Proposed Activities at Pontiac High School</i></p>	<p><i>Related LEA Support</i></p>
<p>“Establish schedules and strategies that provide increased learning time.”</p>	<p>Pontiac High School has already adopted a 4x4 block curriculum for grade 9. This schedule increases instructional time for 9th grade students by 30 minutes compared to the 6-period schedule used at Pontiac High School for the rest of the school. Pontiac High School plans to move to a block schedule for the entire school, grades 9-12, beginning with the 2011-2012 school year. This will increase instructional time by 30 minutes a day, resulting in 85 additional hours of instruction per school year. Additionally, the shift to a block schedule will increase the number of credits offered at Pontiac High School from 24 to 32, the equivalent of adding an entire year of</p>	<p>LEA will provide the resources, framework, and policies necessary to shift to a block schedule at the high school; LEA will negotiate necessary waivers with the teacher’s union to adopt the block schedule</p> <p>LEA will help develop course sequences that maximize the use of the block schedule; LEA will work with external partners and the school to adopt and provide</p>

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	<p>coursework to every student’s schedule.</p> <p>This block schedule will also allow Pontiac High School to provide “double dose” instruction for language arts and mathematics. This approach provides a 66% increase in the amount of instructional time focused on core mathematics and language arts instruction. For students who have demonstrated a skills gap in math and/or reading, this double dose time will allow Pontiac High School to provide research-based curricula developed by Talent Development High Schools focused on “catching up” students who have fallen behind. For students at or above grade level, the double dose approach allows Pontiac High School to accelerate instruction for these students, ultimately leading to increases in students taking Advanced Placement or dual enrollment courses in language arts and mathematics.</p>	<p>expanded Advanced Placement and dual-enrollment activities to students enrolled in accelerated course sequences in mathematics and language arts</p>
<p>“Provide ongoing mechanisms for family and community engagement.”</p>	<p>Pontiac High School will implement a School, Family and Community Partnership Action Team based on Epstein’s National Network of Partnership Schools six types of family and community involvement, a research-based program at the Johns Hopkins University.</p>	<p>District will provide the resources and framework necessary for the development of a School, Family, and Community Partnership Action Team at Pontiac High School</p>
<p><i>(4) Extended Learning Time and Creating Community-Oriented Schools</i></p>		
<p><i>Required:</i></p>	<p><i>Proposed Activities at Pontiac High School</i></p>	<p><i>Related LEA Support</i></p>
<p>“Give the school sufficient operating flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and high school graduation rates.”</p>	<p>Pontiac High School’s plans to adopt a small learning community, distributed leadership team structure that will allow the school leadership and teaching staff the operating flexibility necessary to fully implement the proposed instructional improvement activities as well as adjust and customize the activities based on a continuous flow of student achievement data.</p>	<p>The LEA will create policies and structures that empower the leadership at Pontiac High School with the operating flexibility necessary to respond to student needs. Talent Development will assist the LEA in developing a framework that will allow for school-based operational flexibility and relative autonomy in such areas as curriculum and instruction, staffing, scheduling, and community partnership development.</p> <p>LEA will negotiate on behalf of</p>

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		the school leadership team to secure any waivers necessary to adapt work rules and other negotiated agreements in order to implement core school transformation strategies
<p>“Ensure that the school receives ongoing intensive technical assistance and related support from the LEA, SEA or a designated partner.”</p>	<p>Pontiac High School will receive intensive technical assistance and related support from the LEA as well as several external partners, namely:</p> <ul style="list-style-type: none"> • LEA will provide technical assistance around resource allocation, including staffing, scheduling, and budgeting; LEA will provide technical assistance around technology and the use of data systems and student information systems • Talent Development High Schools will provide technical assistance around school climate, school organization, distributed leadership, instructional coaching and professional development, curriculum development and alignment, and early warning indicator data systems • Oakland Intermediate School District will provide technical assistance around leadership development, curriculum development and alignment, instructional coaching and professional development, and curriculum development and alignment • Early College /Dual Enrollment program will allow students to graduate high school with an Associate Degree.] 	<p>LEA will secure contractual agreements with all external partners and monitor the work of external partners; LEA will provide direct technical assistance to Pontiac High School;</p>

5. If the LEA is not applying to serve each Tier I school, explain why it lacks capacity to serve each Tier I school.

Not applicable.

6. For each Tier I and II school in this application, the LEA must describe actions taken, or those that will be taken, to—

- **Design and implement interventions consistent with the final requirements**
- **Select external providers from the state’s list of preferred providers;**
- **Align other resources with the interventions;**

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- **Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively (Attachment VI is a rubric for possible policy and practice changes); and**
- **Sustain the reforms after the funding period ends.**

Design and implement interventions consistent with the final requirements

A. Beginning with the 2010-2011 school year, the Pontiac High School community embraced the **School-Within-A-School structure**. Three campuses were identified with each designed to meet specific student needs and accelerate the learning of all students so they meet or exceed core content standards and expectations. This structure includes Pontiac High School, Pontiac New Technology Academy, and Pontiac Alternative Education High School. The Principal of each campus acts as an instructional leader and ensures that reform model details are implemented with fidelity. Each instructional and reform leader provides for, actively supports and participates in all components designed to foster a professional, collaborative community built on the analysis of data, high performance standards for self and others, adult learning and mastery of effective instructional skills and practices. The Chief Deputy of School Reform provides the overarching protocols, collaboration, co-ordination, monitoring and continual initiative evaluation necessary for the three campuses to achieve significant student improvement in the core content areas, school attendance, rate of graduation within the four year span, as well as enrollment in and completion of post high school education.

D. **The Co-Teaching Model** to address the needs of special education students in regular education core content classrooms was initiated with extensive professional development for the staff. All members of the school community (i.e., teachers, administrators, parents) understand that a co-taught class is not a duplication of effort or a waste of one teacher; the two teachers are accomplishing together what neither could do alone.

E. **Improving Instructional Content and Practice** is a continuous focus of the high school community. Instructional methodologies have been identified for full implementation including: differentiation of curriculum to ensure multiple ways for students to understand and learn; project-based learning to address essential questions, provide opportunities for experiential learning, and results in authentic products; collaboration on interdisciplinary projects allowing teachers to address themes and concepts that cut across traditional academic disciplines, and allows for authentic, experiential learning- all representing discrete proven principles and components supporting students' progress in literacy and language skills, critical thinking skills, responsibility for their own learning, and social/personal growth.

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

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Increase access to rigor for all students

We have made important progress by adopting our new, rigorous learning standards and curriculum in reading and mathematics. Moving forward, we will continue to embed these essential skills into all areas of study as part of our strong, cohesive core curriculum.

Embedded in the school's continuous improvement initiatives is assisting students in the most important skill of the global community- the ability to ask the right questions. This focus includes assisting students in demonstrated mastery of the core competencies for work, citizenship, and life-long learning; ensuring that students can demonstrate mastery of essential skills, especially, literacy and numeration in preparation for real-world connections; and, engaging students with more substantive hands-on learning providing students the opportunity to show what they know via a rigorous pursuit of inquiry.

The following are among the discrete strategies implemented to ensure student success with the identified rigorous instruction:

- Focused efforts on the Special Education department and professional development to ensure alignment and delivery with the general education curriculum (building on the efforts of previous work done by the Special Education Director and staff, i.e., co-teaching).
- Increased offerings of Advanced Placement classes for core subject areas with appropriate teacher certification.
- Instituted Early College/Dual Enrollment program allowing students to graduate high school with an Associate degree.
- Reviewed the role and function of the middle and high school counselor with purpose of the need for increased counseling to help students envision and access rigor and focus on the affective education of students. One example, the Center for Educational Opportunity at the University of Michigan is placing a College Core Adviser at PHS to increase a college-going environment.
- Identified best practices used internally and elsewhere to accelerate access and achievement by students of color, especially black males (African-American, Asian, Hispanic students) to better ensure equitable access to rigorous and culturally competent instruction.
- Engaged parents in awareness and involvement with student educational goals and programs.
- Designed a comprehensive Prevention and Intervention Plan for struggling students (i.e., Saturdays for Success, ACT Prep comprehensive class and tutoring, Project Excel tutoring, double-dip Math/English scheduling)

Align other resources with the interventions

The district ensures alignment of its resources with its priority to transform the secondary program. Specifically, the district ensures that all resources support instructional excellence and student success. The district has many partnerships and affiliations with local and state government, community agencies, and higher education institutions that provide direct and indirect support and resources to the students of Pontiac School District. Both the central office and local school administrators are committed to providing financial, technical, data, transportation, human resources, and other needed services to support the transform secondary program.

Modify its practices or policies

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The central office administrators, Board of Education and local high school administrators are committed to courageous conversations around waivers or deviations from current district policies for implementing best-practices proven to work with low-performing students.

(d)(1)(D) Provide staff ongoing, high quality, job-embedded professional development (e.g. regarding subject-specific pedagogy; instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the schools comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Research suggests five (5) operational lessons about putting instructional improvement efforts in place. The systems have been identified for a systemic and systematic approach to continuous school improvement to effectively implement high quality, job-embedded professional development for creating the Instructional Core. Differentiated support for individual teachers is provided to ensure that each teacher has the support they need to meet school, district, state and national requirements.

(#1) Well defined curricula: Teachers will be provided staff development to support a clear understanding of content expectations, effective instructional strategies and lesson plan development.

(#2) Teachers will be provided rigorous training and ongoing coaching in core content areas, Talent Development, Thinking Maps, Co-Teaching, Assessment Data to Support Instruction, and Differentiated Instruction. Talent Development catch-up courses will be provided to ensure skills necessary for the effective delivery of lessons.

(#3) Teachers will be provided rigorous training in the use of technology assisted instruction, specifically on the use of the Promethean classroom technology, Pearson Data and products, Data for Success (MDE), and Zangle.

(#4) Professional development activities will involve teams of teachers working together to align curriculum with standards, review assignments for their rigor, discuss ways of making classroom activities more engaging and develop interim and diagnostic mini-assessments to monitor student progress on a continuing basis. This work will be conducted in short-term cycles of improvement- not annually, but continually. These team structures are incorporated into the school improvement plan and governance policy. Each team has the responsibility to develop written statements of purpose and by-laws for their operation. Each team will be provided with a work plan for the year and specific work products to produce. All teams prepare agendas for their meetings, maintain minutes, and catalog their work products and the school maintains a file of agendas, work products, and minutes of all teams.

Professional knowledge, skills and strategies acquired during the intensive professional development embedded in the Reform Plan will be maintained through the use of a "Trainer of Trainers" model whereby trained and effective teachers will work with teachers newly assigned to the school by 1) providing scheduled training to teachers new to the building; 2) act as a mentor to new teachers as they practice new learning. Administrators will actively monitor and evaluate teachers' implementation of reforms strategies. Central administration will 1) provide technical support for data collection, management, and analysis; 2) support flexibility necessary to achieve goals of school reform; 3) maintain close ties with community agencies and funding sources; 4) focus district resources on effective reform initiatives.

Professional development on effective teaming practices will be designed and delivered based upon the assessed needs of the individual teams identified through the use of survey instruments completed at the beginning of each semester.

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(#5) Adequate time and support will be provided for teams to meet, conduct business, and meet the Turnaround expectations for substantial increases in student achievement, school attendance and graduation rates. Leadership Teams and Parent Advisory Councils, as a rule of thumb, will meet twice each month for an hour each meeting.

A. The Leadership Team functions as the School Improvement Team and is comprised of the principal and team leaders from the Instructional/Department Teams and parent members who attend meetings scheduled for the purpose of reviewing and amending the school improvement plan.

B. Instructional Teams are manageable groupings of teachers by subject area and grade level who meet to develop instructional strategies aligned to the standards-based curriculum and to monitor the progress of the students in the subject area for which the team is responsible. These Instructional Teams meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans.⁵ Flexible scheduling, extended work days and use of subcontracted highly qualified content Intervention Specialists will be employed to support teacher participation in these meetings. Flexible scheduling and extended work days will generally be used to accommodate and support the shorter (45 min.) content/department meetings.

C. The Intervention Specialist Team will work in core content classrooms on a scheduled basis each week. This team will act as general education co-teachers, provide targeted supplemental instruction to a caseload of identified students in their assigned co-teaching classrooms, have a weekly scheduled planning period with each of their classroom teachers to plan the co-teaching, assist in the collection and preparation of student data to be used in monthly 4-6 hour student data review meeting and assume full classroom instructional responsibilities for the teacher participating in this monthly meeting. This arrangement provides students with a teacher who has an established relationship with them, the content and the instructional expectations and strategies for the class.

D. A member of the building's administration team will be assigned to and participate in the Instructional/Department team meetings for the purpose of: maintaining accurate two-way communication between the Instructional/Department teams, other support teams, and Building and District administration; insure that the team receives timely access to information, including student progress data and summaries of classroom observations; and this administrator will also work to remove roadblocks to effective team work.

E. A Title I School Advisory Council is comprised of the principal, support staff such as a counselor or dean of students, teachers and parents with parents constituting the majority of the membership. This Advisory Council advises, plans, and assists with matters related to the school-home compact, homework, open houses, parent-teacher conferences, school-home communications, and parent education (including training and information about learning standards and the parents' role in supporting the student's learning at home).

Select external providers from the state's list of preferred providers

- Talent Development for professional development, curriculum, and monitoring
- Oakland Intermediate School District for professional development and coaching support targeting curriculum alignment, implementation of content specific best practices, Thinking Maps and using student assessment to plan instruction.
- New Technology High School Network for professional development, curriculum and monitoring

⁵ Handbook on Effective Implementation of School Improvement Grants, Center on Innovation & Improvement; www.centerii.org; "Establishing Team Structures to Drive Improvement" pp 65-66.

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- Consortium for Alternative Education with the Oakland Community College Fire and Police Department education and certification.
- Oakland University for teacher training and college student tutors to work with PHS students
- Rochester College, Baker College, Oakland Community College Highland Lakes and Oakland Community College Auburn Hills to provide dual enrollment college classes to PHS students
- Middle Cities Education Association,
- Michigan Promise Zone to assure the finances for PHS student to attend college after graduation.

Align other resources with the interventions

Title IA building allocation has been used for supplementary reading and mathematics intervention teachers, technology supported instruction, SES and beyond the school day tutorials, supplemental instructional materials, professional development and parental involvement.

Title IIA for professional development to implement Thinking Maps, AVID, OISD for professional development and content area coaching.

Pontiac School District General Funds for Chief Deputy of School Reform, Turnaround Principal, core content teachers.

Funding for Talent Development – The United Way for Southeastern Michigan, Inc. will serve as a primary provider of funds in partnership with the LEA.

Funding for Co-Teaching Special Education co-teachers funded by Special Education funds and SIG for general education co-teachers.

Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively

4. Policies and Practices in place:

Leadership Council defined in negotiated contract and functioning at Pontiac High School. PHS provides governance and leadership that promotes student performance and school effectiveness. The leadership involves stakeholders and encourages collaboration and shared responsibility for decision-making. School leadership ensures that policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Administrative leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Teacher-leaders encourage collaboration and accept shared responsibility for school improvement among all stakeholders providing meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership.

Job descriptions with clearly defined requirements and responsibilities are in place. Job descriptions are provided to, reviewed with and confirmed by each staff member on a yearly basis: Chief Deputy of School Reform, Principal, Assistant Principal, Dean of Students, 9th Grade Academic Administrator, Attendance/Truancy Counselor, Academic & Career Guidance Counselor, Academic Intervention Teacher, Library/Media Specialist, Reading/Language Arts Intervention Teacher, Mathematics Intervention Teacher, Technology Teacher, Highly Qualified Teacher, Bi-Lingual Education Teacher, Music/Performing Arts Teacher, Art Teacher, Health/Physical Education Teacher, Tutor, Academic Intervention Aide.

Professional Development is planned and provided through the comprehensive needs assessment process and in direct support of identified reform initiative selection. The district distributes a Professional Development Guidance document that provides direction for the process of accessing, developing and requesting appropriate, allowable and reasonable professional development and training. This process requires use of student and school data to identify

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professional learning priorities, the research to support decision making, the adult learning strategies and protocols that are used to support the outcomes of the learning, and the collaborative structures that support collective responsibility for student learning. The Professional Development plan is designed to: reflect the state benchmarks and standards related to content, process and context and the Professional Standards for Teachers; support the continuing development of professional learning communities; be ongoing and job-embedded; focus on standards-based instruction; inquiry and project based learning, elements of authentic instruction and assessment; and facilitate on-going reflections as a part of professional learning, so that School leadership and improvement planning members can determine progress toward the school goals. The professional development plan includes four components: (1) district curriculum alignment with state standards and effective techniques and strategies for instructional delivery; (2) instructional program initiatives (i.e. Thinking Maps K-12), (3) school-wide multiple year training on and implementation of the Talent Development Model, Co-teaching of Special Education students in the general education classroom, leadership training on New Technology High School and (4) teacher development of reading and mathematics instruction across the curriculum, using student assessments to drive effective instruction, practice of effective instructional strategies with constructive criticism from knowledgeable coaches.

Flexibility regarding staffing decisions - The leadership of the Pontiac Education Association is engaged in negotiation with the district to clarify support models and strategies for teachers who are unable to demonstrate implementation fidelity of the reform initiatives to significantly increase student academic growth. Involuntary transfer protocols are also being established to ensure that the full complement of Pontiac High School teachers is rigorously engaged in effectively implementing the School Transformation initiatives.

Training that is specific to and supportive of the evaluation process is being provided and supported by the Pontiac School District. The district is using the Trainer of Trainers model for Thinking Maps© professional development to substantially increase the quality of problem solving and thinking strategy instruction in all content areas and at all grade levels. This professional development provides principals and teachers with a common framework to use for evaluation of instruction and student outcomes.

The Pontiac School District has embarked upon a more rigorous, transparent, and equitable evaluation systems for both teachers and administrators with teachers and administrators involvement. The revised evaluation systems were formulated after review of multiple data including data on student growth as a significant factor, multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates. Principals are participating in Principal Institute Training focusing on “Teacher Evaluation” skills and strategies to improve student learning outcomes.

The continuous school improvement plan will be monitored to ensure implementation with fidelity by individual teachers. This fidelity stems from the understanding of program goals, expectations, and methods of instruction and student assessment of progress. School leaders have a strong role in the evaluation process. They engage in collaboration with teachers, provide useful feedback and the facilitate teacher reflection on their work. “Studies focused on teacher perceptions of evaluation found that effective feedback was the most important contributor to changes in teaching behavior. Feedback is particularly challenging at the secondary level because subject matter expertise is so critical.” The High School principal will incorporate a peer subject-matter component and/or include multiple people in conducting evaluations. These participants will have experience in the classroom and with the subject of the teacher being evaluated and are provided high quality training for conducting evaluations. Teacher

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self-reflection and personal goal-setting are incorporated in the evaluation process.⁶ School leaders assess the culture and climate to ensure that the evaluation environment is supportive of ongoing professional learning. The literature cites that “focus on teaching and learning for all students, collaboration among teachers, and teacher reflective practice” as characteristics of supportive evaluation environments.”

B. Policies and Practices under consideration:

1. Beginning with the 2010-2011 school year, students will be scheduled into one of three programs: Pontiac High School, New Tech High, or Pontiac Alternative Education Center. Student enrollment in the New Tech High School, with its project-based learning program, utilizes an application process. A partnership with Oakland Community College-Auburn Hill details the enrollment procedures for students in the Alternative Education Program. All other students are enrolled through Pontiac School District residency requirements in Pontiac High School.
2. Initial discussions and shared understanding of need has begun between senior district leadership, Pontiac High School SI Team leadership, and Pontiac Education Association leadership regarding school schedules (day and year), waivers from district policies to try new approaches, flexibility regarding staffing decisions and flexibility on school funding. All participants fully understand the gravity and scope of the improvement needed for Pontiac High School to insure academic success for all its students and are working in concert toward the needed reform. Meetings have been conducted with Pontiac Education Association, Pontiac High School and Pontiac School District leadership for the purpose of establishing flexible schedule protocols for building administrators and the Faculty Coordinating Council (FCC). In order to create the space that supports “outside-the-system approaches focused inside the system”⁷ lessons learned from high-performing, high poverty schools is “Clearly defined authority to act based on what’s best for children and learning-i.e., flexibility and control over staffing, scheduling, budget, and curriculum” (Calkins et al., 2007, p.11).
3. The Pontiac School District will develop waiver and exemption procedures so Pontiac High School can petition for relief from district policies that can restrict their flexibility in staffing, scheduling, and budgeting based on local needs and negotiate in collective bargaining agreements to provide the Pontiac High School principal with greater control over budgeting, scheduling, hiring, placement, and retention of staff.
4. Schedules will be developed and supported to enable Instructional Teams in each of the three High School programs to meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans.⁸ A combination of flexible scheduling, extended work days and use of subcontracted highly qualified content Intervention Specialists will be used to facilitate and support teacher participation in these sessions. Flexible scheduling and extended work days will generally be used to accommodate and support teacher participation in the bi-monthly core content/department meetings. As identified through student data analysis, beyond the normal school day interventions may result in flexible work scheduling for staff providing support instruction to students in programs such as Zero Hour, After School Tutorials, and Saturday School. A priority for building the staff instruction schedule is the provision of time for core content teachers to share some common planning time each week. This joint planning time will be structured with specific requirements for lesson plan development based upon student performance data, practice in delivery of

⁶ National Comprehensive Center for Teacher Quality, “A Practical Guide to Evaluating Teacher Effectiveness” April 2008.

⁷ Handbook on Effective Implementation of School Improvement Grants, Center on Innovation & Improvement”, Leadership and Decision Making, p69.

⁸ Ibid, Establishing Team Structures to Drive Improvement, pp 65-66.

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identified instructional activities and collaboration to identify effective, planned integration of Thinking Maps, as well as reading, writing, and mathematics “across the curriculum” initiatives.

5. Flexibility on school funding - In order to create the space that supports “outside-the-system approaches focused inside the system”⁹ lessons learned from high-performing, high poverty schools is “Clearly defined authority to act based on what’s best for children and learning-i.e., flexibility and control over staffing, scheduling, budget, and curriculum” (Calkins et al., 2007, p.11). The Pontiac School District will develop waiver and exemption procedures so Pontiac High School can petition for relief from district policies that can restrict their flexibility in staffing, scheduling, and budgeting based on local needs and negotiate in collective bargaining agreements to provide the Pontiac High School principal with greater control over budgeting, scheduling, and hiring, placement, and retention of staff.

6. Student Attendance: Pontiac Schools & 50th District Court Pilot - Oakland Schools Truancy Office has been working with Pontiac Schools, the 50th District Court, and the Prosecutor’s Office to pilot a program to bring Pontiac Schools’ truancy cases to the 50th District Court in Pontiac rather than the Oakland County Family Court. The plan is to follow the recently revised Truancy Protocol which is summarized as follows:

District Action

- Follow district attendance Policy
- 10 day absent

Documented district action

Review history of attendance. Grades/progress

Contact parent/guardian and student

- Meet with parent/guardian
- Develop Action Plan

Agreement signed by all parties

- Utilize resources (i.e. school psychologist, counselor. Pontiac Youth Assistance, physician, family crisis intervention, social services, community mental health, etc.)
- Monitor Action Plan
- Twenty Days absent – complete Oakland Schools referral and submit to Oakland Schools Truancy Program

Intermediate School District Action

- ISD attendance officer investigates (Otis Newkirk – Pontiac)
- Certified letter to parent/guardian
- Review Agreement (Meeting/phone call will be held with parent and attendance officer; may include school officials and child (if appropriate))
- Continued absences/tardies reported to ISD attendance officer by district representative
- Discuss options with district, i.e. graduation/credit recovery, family court, district court
- ISD officer requests prosecutor intervention

Prosecutor Action

- Agreement violated; Prosecutor’s letter sent to parent/guardian and principal for monitoring; if needed, prosecutor meeting

⁹ Handbook on Effective Implementation of School Improvement Grants, Center on Innovation & Improvement”, Leadership and Decision Making, p69.

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- Continued absence and tardy reports to ISD attendance officer
- District Court Pilot
- Prosecutor prepares petition filed with court date scheduled
- Circuit Court

The Pontiac Schools will, in compliance with their district-wide attendance policy, complete the steps under “District Action” and make truancy referrals to Oakland Schools, either using the On-Line Truancy Tracking System or the Truancy Referral Form. The ISD action will be undertaken by Otis Newkirk, the ISD Truant/Attendance Officer for Pontiac Schools; and if unsuccessful, Mr. Newkirk will request action by the Prosecutor. The Oakland County Prosecutor (thru Wendy Sims and the Juvenile Division) will complete the Prosecutor Action and if unsuccessful, prepare the warrant and refer the matter, with Oakland Schools’ assistance, to Judge Walker as part of this Pontiac Schools Truancy Pilot Project. The plan at this time is to bring the action under the state’s compulsory school attendance laws, MCL 380.1561, et seq, rather than the City of Pontiac’s Parent Responsibility Ordinance. The Prosecutors assigned to the Pontiac District Court will handle these cases with assistance from Oakland Schools and Pontiac Schools. It is the hope that this Pontiac Truancy Pilot will be on a “fast track” at the district court with arraignment, followed by a pretrial date scheduled in 5 – 7 days, with immediate sentencing. Perhaps this Pilot could operate like the Teen Court with weekly, biweekly, monthly, and/or quarterly follow-up with a “graduation” ceremony upon successful completion. The idea being that there would be positive reinforcement if school attendance improves but sanctions if it does not. Oakland Schools can provide the certificates.

The goal of this program is compliance with compulsory school attendance laws and promote the 3As – Attendance + Attachment = Achievement. To make this program as successful as possible and to assist the court in sentencing, Pontiac Schools will provide “community service projects that the parents could complete at the schools. The list of “community service” projects should be district-wide and/or by specific school and include: before, during and after school as well as weekend projects. Some ideas generated by Pontiac Schools to date are: morning greeter, dismissal monitor, lunch and recess monitor, stock room helper, teacher assistant, parent newsletter, tutor, bus monitor, hall monitor/security, and field trip chaperone. Other ideas generated by County Officials include: community service projects like those involving senior citizens, food bank programs, church community outreach programs, as well as programs at the schools where their children attend. In addition, it was recommended that parents be required to attend school with their child for a day (or longer if the problem is not resolved) and that the parents be required to participate in Parent Education classes. Pontiac does require volunteers complete a background check release form and the District Court also does a criminal records check.

Those that successfully complete the program will have their cases dismissed and will be issued a certification of completion (new concept) and those that don’t will remain under the court’s jurisdiction (very similar to what happens if cases are taken to the Oakland County Family Court).

Resources Needed:

- Attendance Secretary
- Instructional Support Team (will receive referrals for students with 5 – 7 absences and hold a “Problem Solving Conference”)
- Support from School Psychologist or School Social Worker to facilitate Parent Education Classes
- School Social Worker/Behavior Intervention Specialist to make home visits to bridge “home-school” connection (non-working numbers; parent’s failure to respond); work with students to improve attendance
- 2 dedicated phone lines for automated attendance system to notify parents of truant students

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7. SCHOOL CLIMATE – Comprehensive Discipline Plan

Positive Behavior Support

When high expectations are in place, order and discipline are clear, rules are consistent and fair, caring and sensitivity characterizes relationships between staff and students, and reciprocal exchanges of communication with parents occur, the probability that student achievement will improve and disruptive behavior will decline increases. In schools with positive school climate, suspension rates are lower, attendance rates are higher, and students and parents have higher levels of satisfaction (Lehr, Christenson, “Best Practices in Promoting a Positive School Climate”, Best Practices in School Psychology IV, Volume 2, p.929).

In addition to the punishment or corrective aspect of school discipline, i.e. suspensions and expulsions, prevention and remediation strategies should also be included. Multiple strategies are needed to promote responsible behavior and these strategies must target how children think, feel, and act. A student who lacks social-emotional competencies and social skills or whose temperament is characterized by hyperactivity, impulsivity, and inattentiveness will be more difficult to teach. “A teacher’s punishment-oriented style towards discipline fails to promote social-emotional competencies and pro-social behavior in the student. In most cases, suspensions do not address replacement behaviors necessary for school success.

Positive Behavioral Support is defined as “the application of behavioral principles within the context of community norms to reduce problem behaviors and build appropriate behaviors that result in undesirable behavior change”. PBS interventions have been effective in reducing problem behaviors across a wide variety of student characteristics, problem behaviors, and interventions. PBS strategies are effective because they are: comprehensive and address the antecedents and consequences of problem behaviors; presented in a hierarchical ordering of reductive strategies; teach appropriate replacement behaviors; and use data to determine the effectiveness of interventions. Level 1 interventions are appropriate for 75-80% of the students and delivered through school-wide and classroom settings. Level 2 interventions are more comprehensive and intensive for the 15% of students who exhibit behavior problems that are chronic and resistant to common classroom based interventions. Level 3 interventions are designed to provide intensive behavioral support for the 5% of students with behavioral and emotional disorders.

Program Requirements:

1. 2 Full time social workers/ Behavior Intervention Specialists
2. Professional Development
 - a. Classroom Management
 - b. Non-Violent Crisis Intervention Program
3. In-School Suspension
 - a. Full time substitute teacher with supervision by HQ teacher and support of special education teacher
4. After School Suspension
5. Student Incentives

8. Mental Health Program

Mental Health in children and adolescents is defined by the achievement of expected developmental, cognitive, social, and emotional milestones and by secure attachments, satisfying social relationships, and effective coping skills. In March 2009, the American Academy of Child and Adolescent Psychiatry published the following regarding the incidence of DSM-IV disorders prevalence in schools and the community:

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Attention Deficit Hyperactivity Disorder – 3 to 5% or 2 million children in a classroom of 25-30 children, it is likely that at least 1 will have ADHD. There are many more undiagnosed and untreated students which would increase the number to about 4 to 5 students in a classroom of 25-30.

Conduct Disorder – also known as disruptive behavior disorder that involves chronic behavior problems during adolescence and childhood including stealing, fighting or bullying others. Conduct Disorder affects 1 – 4% of 9 to 17 year olds depending on how exactly the disorder is defined, and seems to be more common in boys than in girls. (Many of the students receiving classroom referrals for Gross Insubordination, Fighting, as well as Assault and Battery could possibly be diagnosed under this disorder.)

Depression – a treatable illness. Major depression is more than a sad mood; depression affects a young person's ability to think, feel, and behave in a normal manner. Major depression can lead to school failure, alcohol and drug use, and even suicide. At any one point in time, 1 in every 10 children is affected by serious emotional disturbance. Symptoms include:

- Poor performance in school
- Withdraw from friends and activities
- Sadness and hopelessness
- Lack of enthusiasm, energy, or motivation
- Anger and rage
- Overreaction to criticism
- Indecision, lack of concentration, or forgetfulness
- Substance abuse
- Problems with authority (at school and with police)

Oppositional Defiant Disorder – a persistent pattern of disobedient, hostile and defiant behavior towards various authority figures has been recognized within the district along with national revelations of this disorder. Some studies show that 1 to 6% of the school-age population is affected. (Many of the students receiving referrals for Continual Disregard of School Rules and Insubordination could possibly be diagnosed under this disorder.)

Post Traumatic Stress Disorder – a condition that affects individuals who have experienced a disturbing or frightening event. PTSD generally starts within 3 months of the event, however, for some people, it doesn't appear until much later. With the increase in violence in schools and in the community, 3 out of 30 children have witnessed a violent act in the home, school or community. In any given year, 5.2 million Americans (including children and adolescents suffer from PTSD.

The following results are from a survey taken by Pontiac High School students and provided by the Teen Health Center: TRENDS

General

- Risky behavior increases as grades decrease
- Females get drunk more often
- Drugs of choice – marijuana and alcohol; then tobacco

(National Institute on Drug Abuse: marijuana use in 2009 among 8th to 12th graders used as often as 5 years ago; increase inhalant abuse and prescription pain killers. Teens don't perceive marijuana as a dangerous drug)

- White students feel less safe, like school less, feels bullied more
- Students understand risks of alcohol and drugs
 - Parents disapprove of alcohol and drugs Learning not important increases with age
 - Learning not important increases with age

Bullying/Suicide

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- Learn about drugs, alcohol, HIV/Aid, etc. at school
- Bullying decreases very little with age
- Been in a fight decreases with age
- Suicide risks increase with age
- 9th graders are most likely to make a plan and carry it out and hurt themselves
- Date violence increase with age

Alcohol

- Alcohol use increases with age
- Got drunk increases with age
- Binging increases with age
- High School students get alcohol from others, at home, and purchase it at store

Marijuana

- Ease of getting marijuana increases with age
- Tried marijuana increases with age
- Age of onset – 13
- Used in last 30 days increases with age (poor grades rate doubles)

Sex

- Having sex triples from 7th to 11th grade
- Four times more students have multiple partners by the 11th grade
- Sex in last month increases and almost doubles between 9th and 11th grades
- Rate of condom use decreases with age
- Pregnancy increases 1 and a half times between 9th and 11th grade
- Younger students more likely to have a partner 3 or more years older than they are

The above statistics as well as the school climate data supports the need to address the students' mental and emotional health are just as important as designing and implementing curriculum delivery strategies. Providing mental health services in the school setting also affords solutions that families have in accessing mental health services, problems with transportation, and financial resources needed to obtain these services. The greatest advantage of providing services in the school setting is that it targets services towards proficiencies needed for success in the school setting which is not always a priority when treatment is provided in the community.

Comprehensive and coordinated mental health services require a broad-based model ranging from prevention programs targeted to the regular classroom to treatment services for individuals with moderate to severe mental health problems. Best Practices in School Psychology, IV in the chapter on "Developing Exemplary Mental Health Programs in Schools", proposes four levels of intervention: prevention, risk reduction, early intervention, and treatment.

Level One – Prevention

Prevention services are targeted towards the general population. All students receive this level of intervention that is delivered in the context of an intact group such as the classroom. Examples of these kinds of services would be personal-social goals regarding substance abuse, social skills, etc. that are integrated into the academic curriculum. Also, the Positive Behavior Support school model would have school wide citizenship/responsibility themes that would change weekly/monthly.

Level Two – Risk Reduction

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Risk reduction services are targeted toward high risk populations. These services focus on building competence, teaching coping skills, and modifying social context in which risky behaviors might occur. Service delivery would be in the context of themed small groups (i.e. school attendance, anger management, conflict resolution, or time management).

Level Three – Early Interventions

Early Interventions are targeted towards individuals with mild adjustment problems. Students might be referred for early intervention services through screening and or referral from the Instructional Support Team. Services are typically delivered in individual or small group formats, i.e. a counseling group for students experiencing depression, substance abuse or bullying.

Level Four – Treatment

This most intensive level of service delivery targets individuals with moderate to severe emotional disturbance and/or mental health needs. Students would be referred and selected for this level of service by a mental health professional (school psychologist, school social worker, or outside psychologist). Direct services are typically delivered individual or small group contexts by mental health professionals. Referrals may also be made to community/agency mental health service providers.

An effective program will also include creating a collaboration of community/agency mental health service providers, parent and family support groups, and private providers.

Program Requirements (Medicaid will reimburse for a portion of services provided)

1 School Psychologist – provide individual and small group counseling; coordinate Level One school wide program

1 School Social Worker/ Behavior Intervention Specialist – provide individual and group counseling

1 Psychiatrist – crisis consultation as needed

9. The Pontiac School District will allow Pontiac High School the freedom to act; that is to do things differently even if this diminishes district efficiency and consistency. The turnaround high school may differ in curriculum, daily and annual schedule, discipline, teaching method, staff hiring, and management. Through the Office of School Reform, clear, high improvement goals for Pontiac High School will be established with a schedule for monitoring and public report of progress at the end of each semester. Clear timetables for the measurement of short term impact of interventions and demonstration of broad improvements throughout the first year of the turnaround will be established and publicized.

4. Include a timeline delineating the steps to be taken to implement the selected intervention in each Tier I and Tier II school identified in the LEA's application. (Attachment VII provides a sample rubric for principal selection if the LEA chooses an intervention that requires replacement of the principal.)

Selection of Principals: The Interview and selection process for Turn Around Principal of Pontiac High School were conducted during summer 2010. Selection and placement of Principals for New Technology High Academy and Alternative Education Academy completed July 2010.

Full High School 3 day Retreat, August 2010: The staff and administrators was supported with financial, technical, data, human resources and other services as requested for reform implementation.

Annual Professional Learning Calendar (September – June 2010) to be access and modified for ensuing years.

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Continuous School Improvement focus: Staff members will place high priority and focus on measuring learning results and regular major restructuring of the high school.

Continuous research and adoption of new research about what works, with bias toward results-based studies; releasing those current practices that do not show measurable results.

Resource and Support: Optimizing the use of resources to accomplish the district’s mission for comprehensive school restructuring efforts.

The district has begun to address all teacher- and administrator-evaluation requirements to better ensure achievement of goals and strategies for fully implementing results-based continuous improvement efforts.

6. Describe the annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics that it has established in order to monitor Tier I and Tier II schools that receive school improvement funds.

The following table outlines the goals and benchmarks associated with student achievement on the state’s assessments in reading/language arts (RELA) and mathematics:

Goal	FY11 Benchmark	FY 12 Benchmark	FY 13 Benchmark
% of students passing core coursework in RELA and mathematics	70%	80%	90%
% of students demonstrating significant (at least 1 grade equivalency level) improvement on universal screening tools in RELA/Mathematics (September-June)	n/a	66%	75%
% of students scoring proficient or better on 11 th grade MME assessments in RELA and mathematics	20%	40%	60%

9. As appropriate, the LEA must consult with relevant stakeholders (students, teachers, parents, community leaders, business leaders, etc.) regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools.

All stakeholder groups including students, teachers, parents, community leaders, business partners were involved in the LEA’s application and implementation of the identified school improvement model. The district has an

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established practice of shared leadership; shared-governance. District stakeholders were introduced to the full concept of the grant including the four models. Stakeholder representatives, including the Board of Education, identified the best model for the district based on the data presented.

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C. BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

- The LEA must provide a budget in MEGS at the building level that indicates the amount of school improvement funds the LEA will use each year to—
 - Implement the selected model in each Tier I and Tier II school it commits to serve;
 - Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA's Tier I and Tier II schools; and
 - Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA's application. (No response needed at this time.)

Note: An LEA's budget must cover the period of availability, including any extension granted through a waiver, and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve.

An LEA's budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools it commits to serve multiplied by \$2,000,000.

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ASSURANCES AND CERTIFICATIONS

STATE PROGRAMS

• **INSTRUCTIONS:** Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application. **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**
No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APPROPRIATION ACT OF 1990

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C.

7905, 34 CFR PART 108.
A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS

The grantee agrees to comply with all applicable requirements of all State statutes. Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

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CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92' of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.

SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.

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SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL

Date

SIGNATURE OF LEA BOARD PRESIDENT

Date

4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

- "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)?	Transformation
Number of minutes in the school year?	1090
Student Data	
Dropout rate	13.1% of students in grades 9-12; 15.9% for students who continue into a 5 th year to complete requirements
Student attendance rate	75%
For high schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	50/5%
International Baccalaureate	0
Early college/college credit	26/2.5%
Dual enrollment	5/.05%
Number and percentage enrolled in college from most recent graduating class	30%
Student Connection/School Climate	
Number of disciplinary incidents	Sp.Ed. suspensions 62 @ 3.8% with HS population; Gen.Ed. suspensions 1232 @ 8.2% with total HS population at 1,593
Number of students involved in disciplinary incidents	28 Physical Incidents 8 illegal possessions 7 Vandalism 4 Weapons 4 Robberies 5 Larcenies 765 Discipline Referrals in total
Number of truant students	613
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	NA – Records not transferred during recent merger
Teacher Attendance Rate	75%

LEA Application Part II

ATTACHMENT III

**SAMPLE SCHOOL APPLICATION
SCHOOL IMPROVEMENT GRANT – 1003(g)
FY 2010 – 2011**

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Pontiac High School 02756	District Name and Code School District of the City of Pontiac 63030
Model for change to be implemented:	
School Mailing Address: 1051 Arlene St Pontiac, MI 48340	

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Contact for the School Improvement Grant:

Name: Ms. Kim Harper

Position: School Improvement Chairperson

Contact's Mailing Address: 1051 Arlene St Pontiac, MI 48340

Telephone: 248.451.7300

Fax: 248.451.7321

Email address: kharper@pontiac.k12.mi.us

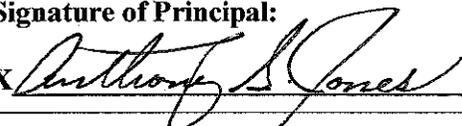
Principal (Printed Name):

2010-2011 Anthony Jones

Telephone:

248.451.7315

Signature of Principal:

X 

Date:

October 18, 2010

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

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Contact for the School Improvement Grant: Name: Ms. Kim Harper Position: School Improvement Chairperson Contact's Mailing Address: 1051 Arlene St Pontiac, MI 48340 Telephone: 248.451.7300 Fax: 248.451.7321 Email address: kharper@pontiac.k12.mi.us	
Principal (Printed Name): 2010-2011 Anthony Jones	Telephone: 248.451.7315
Signature of Principal: X _____	Date: October 18, 2010
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

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SECTION I: NEED

The school must provide evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report.

Part A: CONTEXT

The School District of the City of Pontiac is located in Oakland County, Michigan, in the southeast portion of the state. Pontiac is bordered by a number of wealthy communities (Bloomfield Hills, Birmingham, Auburn Hills.) Once a community closely tied to the automotive industry, the city has experienced high unemployment, a steady loss of residents, significant devaluation of property values and a subsequent decline in enrollment that required substantial district-wide restructuring and redistricting for the 2009-2010 school year. Only 9 schools remained open necessitating the reassignment of many students and staff. The three former high schools – Pontiac Central, Pontiac Northern, and Bethune Alternative – were consolidated into one - Pontiac High School. Similarly, the three middle schools became one – Pontiac Middle School. The 12 elementary schools merged into 7 elementary schools. Elementary students throughout the entire district now feed into the same Middle School and, in turn, feed into Pontiac High School.

Many factors – declining enrollment, the merging of schools, massive redistricting, reassignment of students, and reassignment of staff members including the past practice of non-highly qualified personnel assigned to long-term positions, budget deficits, loss of students to other districts and charter schools, and major changes at the central office administration level - presented unique challenges and opportunities to reinvent the district and its schools in order to increase student achievement and improve efficiency and effectiveness. As a school identified for restructuring under No Child Left Behind, the faculty, administration, and central administration fully embrace our responsibility toward improvement and growth.

The following elements are the foundational cornerstones to the successful development and reinforcement of our school's success which reinforce a student-centered school climate, flexible and innovative instructional structure, ongoing professional development and broad-based partnerships among school, home, community and the workplace:

Involved Parents: Pontiac High School (PHS) supports, encourages and welcomes all parents as full partners. PHS parents volunteer on a daily basis in various functions from School Improvement Team members to hall monitors. There is an active Title 1 Parent Group involved in sponsoring an International Parent Day, Parent Professional Development sessions, and updating and upgrading their Title 1 Parent Room. We believe that their presence is a prerequisite to student academic

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success. In the spring of 2010, PHS parents attended the National Title I Conference in Minnesota and provided a presentation to the Pontiac Board of Education sharing important information learned at this event. The PHS Parent Advisory members also participated in the budget development process for the Community Involvement portion of the building's Title I allocation for the 2010-1022 school grant.

Engaged Students: The mission is of the Pontiac High School is to prepare students in becoming literate students who embrace on-going learning, being well prepared for college, and capable of realizing their professional pursuits.

One area of actively engaging PHS students is our new Early College program. In January 2010, 26 students were selected from over 50 applicants to attend Rochester College's Liberal Arts Program; Oakland Community College's Technology Program; and Oakland Community College's Highland Campus and Auburn Hills Campus' Science Program with the opportunity for PHS students to graduate from high school with a high school diploma and an Associate's Degree. Forty students have been accepted for the 2010/2011 program.

Another attempt to engage students is our multi-faceted approach to extended learning:

- ACT/MME Prep
- Saturday Success
- 21st Century Extended Learning Tutoring
- Supplemental Education Services Providers (tutoring)
- Gear Up
- Upward Bound: Horizon's Upward Bound at Cranbrook, Project Upward Bound at Oakland University
- Positive Male Role Model (PMR) / Youth Services
- Wade McCree Scholars
- Extended Learning through 4 summer programs: 8th grade Transitions, 10th grade MME Prep, 9th-10th grade classes for credit; 11th-12th Credit Recovery

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Gender/Race/Ethnicity Count –2009-2010 (Spring collection)

Grade Level	Gender	Code:	1	2	3	4	5	6	Multi	Total
Grade 20										
	Females		0	0	17	0	2	1	0	20
	Males		0	0	25	0	2	0	0	27
	Total		0	0	42	0	4	1	0	47
Grade 09										
	Females		0	12	158	1	12	34	2	219
	Males		1	16	145	0	13	45	2	222
	Total		1	28	303	1	25	79	4	441
Grade 10										
	Females		0	8	160	1	18	29	2	218
	Males		1	11	138	0	20	27	2	199
	Total		1	19	298	1	38	56	4	417
Grade 11										
	Females		0	10	146	0	17	15	1	189
	Males		0	8	144	0	10	16	1	179
	Total		0	18	290	0	27	31	2	368
Grade 12										
	Females		2	14	160	0	10	20	4	210
	Males		0	8	158	0	18	27	0	211
	Total		2	22	318	0	28	47	4	421

Ethnic Codes: 1 - American Indian or Alaska Native 4 - Native hawaiian or Other Pacific Islander
 2 - Asian American 5 - White
 3 - Black or African American 6 - Hispanic or Latino

Part B. Profile of Pontiac High School's LEADERSHIP AND INSTRUCTIONAL STAFF

Pontiac High School (PHS) serves students in grades 9 through 12 with a total enrollment of 1764 on the fall count day and 1654 on the winter count date for the 2009-2010 school year. Demographic data reveals that 89.42% of PHS students are approved for Free/Reduced lunch; 16% are students receiving special education support and services and have an Individualized Education

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Plan; 15.7% of the students are English Language Learners with Spanish and Hmung as the most frequent home language. The racial/ethnic composition of PHS students indicate that 74% of PHS students are African American, 13 % Hispanic and Latinos, 8% Caucasian, and 5% Asian.

Pontiac High School Administrators The background and core competencies of PHS key administrators are contained Table A:

TABLE A: PHS key Administrators

Position	Name	Years in Position	Years in School	Years in PSD
Principal	Anthony Jones		0	0
Assistant Principal	Mary Jackson, Ph.D.	2	1	10
Assistant Principal	Gerald Lane	4	1	20
Assistant Principal	Shelby Johnson	2	1	7

Administrator Evaluation - Pontiac School District Administrators are unionized and the evaluation protocol is identified in their negotiated contract. They are currently evaluated once every year by their immediate supervisor. As part of the “Transformation Model” the Principal evaluation process will be reviewed and redesigned no later than the end of the first semester of the 2010-2011 school year so that the process is rigorous, transparent, and equitable.

Teacher Evaluation - Pontiac Teacher’s Contract stipulates that Probationary teachers are evaluated once a year by their administrators. Tenured teachers are evaluated a minimum of every three (3) years by their administrators. This may be more frequent if written into an improvement plan.

Pontiac High School Leadership Council is comprised of representatives from the Pontiac Education Association, Michigan Education Association Uni-serve personnel, Chief Deputy of School Reform and the Pontiac School District Director of Human Resources. This body jointly reviews and redesigns the teacher evaluation process as a component of the Pontiac High School Reform initiative. The adopted evaluation process: supports all aspects of the Transformation Model; is rigorous, transparent and equitable; includes details on incentives; and is institutionalized at the High School with full implementation beginning of the second semester of the 2010-2011 school year.

Part C. Profile of Pontiac High School STUDENT PERFORMANCE

Baseline Data to be collected annually for School Improvement Grant recipients	
Pontiac High School - School Data	
Selected Intervention	Transformation Model
Number of minutes in the school year (2009-2010)	
Pontiac High School - Student Data	

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Drop out rate	13.1% of students in grades 9-12: 15.9% for students who continue into a 5 th year to complete requirements			
Student attendance rate		Student Count	Unexcused Absences >10 Days	Unexcused Absences > 20 Days
	First Semester (9/8/09 – 1/25/10)	1764	777 44%	378 21%
	Second Semester (1/26/10 – 6/16/10)	1654	1007 61%	497 30%
Number and percentage of students completing advanced coursework for each category below				
Advanced Placement				10%
International Baccalaureate				0
Early college/college credit				2.5%
Dual enrollment				.05%
Number and percentage enrolled in college from most recent graduating class				30%
Pontiac High School – Student Connection/School Climate				
Number of disciplinary incidents	Special Education student suspensions 62 @ 3.8% with HS population at 165. General Education student suspensions 1,232 @ 8.2% with total HS population at 1,593. 1,383 referrals/incidents that led to disciplinary action (See Table A, B, and C for additional data)			
Number of students involved in disciplinary incidents	765 students			
Number of truant students	22			

Pontiac High School Student Suspension Detailed Data 2009-2010

Table A: Special Education Students – enrollment 165

1 st Semester			2 nd Semester		
Month	# suspensions	% suspensions	Month	# suspensions	% suspensions
Sept. 09	0	0%	Feb. 10	2	1%
Oct. 09	6	4%	Mar. 10	8	5%
Nov. 09	4	2%	Apr. 10	0	0%
Dec. 09	30	18%	May 10	5	3%
Jan. 10	7	4%	June 10	0	0%

Table B: General Education Students – enrollment 1,593

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1 st Semester			2 nd Semester		
Month	# suspensions	% suspensions	Month	# suspensions	% suspensions
Sept. 09	78	5%	Feb. 10	110	7%
Oct. 09	61	4%	Mar. 10	239	15%
Nov. 09	98	6%	Apr. 10	165	10%
Dec. 09	229	14%	May 10	155	10%
Jan. 10	162	10%	June 10	13	1%

Table C: Infraction Categories and Number of Incidents 2009-2010 School Year

Description	Grade 9	Grade 10	Grade 11	Grade 12	Total
Assault & Battery	11	19	8	5	43
Classroom Disruptions	3	1	8	0	12
Continual Disregard of School Rules	53	66	75	23	217
Destruction of Property	5	3	5	2	15
Disorderly Person	24	34	16	2	76
Gross Disorderly Person	14	11	6	2	33
Fighting	51	47	42	11	151
Forgery	--	--	2	--	2
Gambling	1	--	--	--	1
Larceny	7	--	3	--	10
Grand Larceny	2	--	--	--	2
Gross Insubordination	65	56	46	9	176
Insubordination	180	131	136	43	490
Profanity	35	22	10	4	71
Large Scale Disruption	5	2	5	1	13
Other Classification I	8	1	3	2	14
Other Classification II	7	1	7	2	17
Other Classification III	4	4	4	1	13
Verbal Assault	4	2	--	4	10
Smoking	1	4	2	1	8
Weapons	4	--	--	--	4
Refusal to Identify Self	--	1	2	1	4
Sexual Harassment	--	--	1	--	1
Total by Grade	484	405	381	113	1383

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Data used in the review of student performance is included in the *School Improvement Plan on the AdvancEd* site and included below.

1. The average daily student attendance % for the 2009-2010 school year
2. Student mobility rate for 2009-2010
3. Graduation rate calculated according to the State formula:
2007 @ 83%, 2008 @ 81%, 2009 @ 67%

ACT Data

ACT Comparative Results (Northern High School)				Pontiac High School
Spring 2007		Spring 2008	Spring 2009	Spring 2010
Reading	15.1	14.3	14	
Math	15.1	15.1	14.7	
ACT Comparative Results (Central High School)				
Spring 2007		Spring 2008	Spring 2009	
Reading	14.5	13.7	14.2	
Math	15.1	15.6	15.6	

1. Explain how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

Sub-Group Data

Repeated analysis of sub-group data consistently identifies the Pontiac High School Special Education sub-group with the largest gap in achievement performance when compared to State, County and School averages. Overall student performance is significantly lower than State and County averages, but black, non-Hispanic and Hispanic students have larger gaps in achievement in all core content area assessments as do our English Language Learners. The Asian sub-group consistently performs near or at performance expectation levels. Poverty is pervasive with Pontiac High School students as almost 90% of the students qualifying for free or reduced price lunches.

Total Grades 3-9 % of students in each sub-group who tested as proficient or better on the state standards assessment test year 2009

Subject	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
ELA	71%	62%	64%	78%	<10	64.2%	36%
Mathematics	68%	58.2%	67.8%	85.8%	<10	72.3%	44.3%
Science	46%	37%	44%	60%	<10	45%	21%

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Social Studies	45%	29%	42%	64%	<10	40%	23%
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Grade 9 Social Studies Sub-Group % of students in each sub-group who tested as proficient or better test year 2009

Subject	White, non-Hispanic	Black, non-Hispanic	Hispanic	Asian, Pacific Island	Native American	English Language Learners	Special Education
Social Studies	39%	16%	36%	68%	<10	34%	12%

Grade 8 (incoming HS freshman) % of students in each sub-group who tested as proficient or better test year 2009

<i>Subject</i>	<i>White, non-Hispanic</i>	<i>Black, non-Hispanic</i>	<i>Hispanic</i>	<i>Asian, Pacific Island</i>	<i>Native American</i>	<i>English Language Learners</i>	<i>Special Education</i>
ELA	60%	51%	50%	73%	<10	48%	12%
Mathematics	33%	20%	25%	60%	<10	30%	6%
Science	27%	24%	33%	60%	<10	33%	5%

2. Identify the resources provided to the school (in particular, other state and federal funds) to support the implementation of the selected model.

School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
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<input type="checkbox"/> Title I Part C			
<input type="checkbox"/> Title I Part D			
<input type="checkbox"/> Title IV Part A	<input type="checkbox"/> Section 31 a	<input type="checkbox"/> Head Start	<input checked="" type="checkbox"/> Special Education
<input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 32 e	<input type="checkbox"/> Even Start	
	<input type="checkbox"/> Section 41	<input type="checkbox"/> Early Reading First	
Other: www.michigan.gov/schoolimprovement.			

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SECTION II: COMMITMENT

Evidence of a strong commitment should be demonstrated through the district's ability and willingness to implement the selected turnaround model for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

Using information gathered using the MDE Comprehensive Needs Assessment - CNA, provide the following information:

1. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Pontiac High School staff members are caring, attentive and highly-qualified practitioners in their respective areas of work. "We have the necessary support systems in place to deliver superior, individualized classroom instruction and customer oriented service. Administrators are data-based decision makers guided by a moral imperative, to assist every child in succeeding to manifest their destiny through innovative thought and savvy which lends itself to the acceleration of student achievement."

Meetings between Pontiac Education Association (PEA), Deputy Chief of School Reform, current PHS principal and PEA teacher representatives at PHS have been conducted for the purpose of clarifying staff performance expectations and evaluation procedures for the staff at Pontiac High School who will be required to engage in the Transformation Model for significantly improving student academic performance and school success. Follow up planning sessions include the senior administrator from the Department of Human Resources, the Deputy Chief of School Reform, PEA leadership and other key building and district staff as needed.

The leadership of the Pontiac Education Association is engaged in negotiation with the district to clarify support models and strategies for teachers who are unable to demonstrate implementation fidelity of the reform initiatives to significantly increase student academic growth. Involuntary transfer protocols are also being established to ensure that the full complement of Pontiac High School teachers is rigorously engaged in effectively implementing the School Transformation initiatives.

2. Explain the school's ability to support systemic change required by the model selected.

Over the past 5 years, attempts to reform practices and increase teacher and administrator knowledge and skills have been made but resulted in insufficient student achievement success. An analysis of what interfered with the implementation of these research-based initiatives has been made by the School Improvement Team with

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impediments clearly identified. This information was used to develop this Reform Plan and the appropriate and necessary measures and procedures for implementation with fidelity, rigor and ultimate student success. Professional development has already begun for the initiatives supporting the Transformation Model plan. District administrators are devising ways to increase their leadership and support of the reform components. Coordination of resources, human and fiscal, is in process.

3. Describe the school's academic data in reading and mathematics for the past three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

Total Student Data

Total Grades 3-9 % of all students who tested as proficient or better on the state standards assessment

Subject	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
ELA	56.3%	55.7%	55%	64%	NA
Mathematics	45.2%	52.2%	58%	63%	NA
Science	45%	45%	42%	40%	NA
Social Studies	43%	28%	33%	36%	NA

Grade 9 Social Studies state strands assessment % of all students who tested as proficient or better.

Subject	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Social Studies	35%	24%	32%	26%	NA

Grade 8 (incoming HS freshman) % of all students who tested as proficient or better test year 2009

Subject	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
ELA	39%	42%	44%	52%	NA
Mathematics	30%	33%	41%	23%	NA
Science	40%	34%	32%	27%	NA

MEAP Comparison Data

	MEAP Reading 7th grade				
	05-06	06-07	07-08	08-09	09-10
Pontiac	48	52	34	44	50

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Oakland	84	86	81	86	87
Michigan	76	80	72	80	82
Pontiac - Michigan	-28	-28	-38	-36	-32
MEAP Reading 8th grade					
Pontiac	39	53	42	44	52
Oakland	80	83	84	82	89
Michigan	73	76	77	76	83
Pontiac - Michigan	-34	-23	-35	-32	-31

	MEAP Writing 7th grade				
	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>
Pontiac	45	42	46	46	NA
Oakland	75	73	83	85	NA
Michigan	67	65	77	78	NA
Pontiac - Michigan	8	8	6	7	NA
MEAP Writing 8th grade					
Pontiac	38	39	35	42	NA
Oakland	76	75	78	81	NA
Michigan	65	67	70	74	NA
Pontiac - Michigan	11	8	8	7	NA

	MEAP ELA 8th grade				
	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>
Pontiac	37	44	39	45	
Oakland	78	80	83	83	
Michigan	69	71	75	77	
Pontiac - Michigan	9	9	8	6	

	MEAP Mathematics 7th grade				
	<i>05-06</i>	<i>06-07</i>	<i>07-08</i>	<i>08-09</i>	<i>09-10</i>
Pontiac	22	34	34	45	53
Oakland	72	75	81	88	89
Michigan	60	64	73	83	82
Pontiac - Michigan	-38	-30	-39	-38	-29

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	MEAP Mathematics 8 th grade				
	05-06	06-07	07-08	08-09	09-10
Pontiac	30	37	33	41	23
Oakland	73	77	80	82	80
Michigan	63	68	72	75	70
Pontiac - Michigan	-33	-31	-39	-34	-47

	MEAP Science 8 th grade				
	05-06	06-07	07-08	08-09	09-10
Pontiac	40	35	34	32	27
Oakland	83	81	85	83	83
Michigan	77	75	79	76	76
Pontiac - Michigan	-37	-40	-45	-44	-49

	MEAP Social Studies 9 th grade				
	05-06	06-07	07-08	08-09	09-10
Pontiac	35	33	24	32	26
Oakland	80	79	78	79	79
Michigan	75	74	71	72	71
Pontiac - Michigan	-40	-41	-47	-40	-45

4. Describe the commitment of the school to using data and scientifically based research to guide tiered instruction for all students to learn.

Each aspect of the Reform Plan was carefully built upon research-based, highly successful initiatives that demonstrated success with students who possessed needs similar to the High School student population. The district and school are committed to using analysis of student performance data to inform instruction, plan embedded professional development, and school organization to support teaching and learning. Differentiated staff training on the use of data to positively effect student academic growth has begun with teachers and coaches in the English and Mathematics Departments. There exists a clearly voiced expectation from the School Improvement Team that accountability for implementing instruction and using strategies learned in training sessions will be a cornerstone of the reform. The School Improvement Plan

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lists action plans and activities directed at differentiated instruction. The Co-Teaching component was purposefully selected for its strength in planning and implementing tiered instruction.

5. Discuss how the school will provide time for collaboration and develop a schedule that promotes collaboration.

The school's Master Schedule is designed to ensure structured teacher planning time including common planning time for co-teachers, structured department and instructional team collaborative session. These sessions are structured with necessary agenda and data for better to analyze interim assessment results, redirect or modify instruction and plan for collaborative academic intervention. The design also promotes teachers review of their own instructional practices based on the performance data. Further it promotes teachers sharing of effective teaching strategies and determining their own professional learning needs.

6. Describe the school's collaborative efforts, including the involvement of parents, the community, and outside experts.

The school has rigorously collaborated with Oakland University for tutors, Oakland Community College for participation in the Alternative Education program, Oakland Intermediate School District for targeted professional development and content area coaches, trainers from nationally recognized effective programs for Talent Development, AVID, Thinking Maps, and New Technology High Schools. Parents have been rigorously involved in the development of the Parent Involvement Policy, Home-School Compact, planning of programs to "help parents help their child" achieve school success, in the creation of a Title I Parent Room in the building, and attending State and National Title I Parent Involvement sessions. A Title I Parent-Liaison worked with the parents to bring their plans to the implementation stage. Continued use of a Parent-Liaison is planned for 2010-11.

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SECTION III: PROPOSED ACTIVITIES

1. Describe the proposed activities that address the required US Department of Education (USED) school intervention that the school will use as a focus for its School Improvement Grant.

- Professional development and training on the Talent Development Model
- Implementation of Talent Development Model including 9th Grade Academy and 10th-12th targeted programs.
- Professional development and training on the New Technology High School Model
- Professional development on the Co-Teaching Model
- Scheduled time for Instructional Teams, Department Teams and Co-teachers to work collaboratively within a structured agenda.
- Additional supplemental Personnel to support all Behavior Intervention Programs (including Student School Attendance)
- Student involvement in programs to earn college credit and/or program certification/ supplemental tuition and other expenses.
- Content area coaches to support teacher application of reform based instructional planning, delivery and evaluation.

2. Explain how the school will use data to inform instruction, guide decision-making, and design professional development related to the proposed activities.

- i. Discuss how the school will use data to develop and refine its improvement plan and goals based on sub groups in need.

Schedules will be developed and supported to enable Instructional Teams in each of the three High School programs to meet twice each month for 45 minutes to conduct business and for blocks of time of 4 to 6 hours each month to review student learning data and develop and refine instructional plans.¹⁰ A combination of flexible scheduling, extended work days and use

¹⁰ Ibid, Establishing Team Structures to Drive Improvement, pp 65-66.

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of subcontracted highly qualified content Intervention Specialists will be used to facilitate and support teacher participation in these sessions. Flexible scheduling and extended work days will generally be used to accommodate and support teacher participation in the bi-monthly core content/department meetings. As identified through student data analysis, beyond the normal school day interventions may result in flexible work scheduling for staff providing support instruction to students in programs such as Zero Hour, After School Tutorials, and Saturday School. A priority for building the staff instruction schedule is the provision of time for core content teachers to share some common planning time each week. This joint planning time will be structured with specific requirements for lesson plan development based upon student performance data, practice in delivery of identified instructional activities and collaboration to identify effective, planned integration of Thinking Maps, as well as reading, writing, and mathematics “across the curriculum” initiatives.

- ii. Describe how the school will collect, analyze and share data with internal and external stakeholders. Include how the school will ensure that all administrators and teachers are able to access and monitor each student’s progress and analyze the results.

The school will collect, analyze and share data with both internal and external stakeholders. In collaboration with the district’s Office of Research and Evaluation and Oakland Intermediate Schools, the school will collect both qualitative and quantitative information in all areas of student interaction with the school including student performance (e.g., attendance, achievement, data for subgroups) and student, staff and parent surveys. The multiple measures of data is used to drive the strategic quality plan for school transformation. Data will be accessible to all stakeholders and will be comprehensive in scope and an accurate reflection of school quality.

- iii. Describe how the school plans to adjust instruction based on progress monitoring and data results collected. Describe and name any local or national assessments used to measure student progress at each grade level.

The school places focus on identified student learning standards. Instructional and organizational processes critical to student success are identified. Student performance data will be used throughout the school to pursue the improvement of student learning. Teacher professional collaboration time will be a constant for

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implementing appropriate instruction and assessment strategies for meeting students learning needs. Continuous efforts shall be made to exceed student achievement expectations including innovative instructional changes to anticipate learning needs and improve student achievement.

- iv. Discuss how the school has a clearly defined procedure in place for writing a professional development plan that aligns to the National Staff Development Council (NSDC) Standards for Staff Development (<http://www.nsd.org/standards/index.cfm>) that focuses on context standards, process standards and content standards. If the school or LEA does not have a professional development plan in place, describe the process and timeline for completing a professional development plan.

The school's clearly defined procedure for writing a professional development plan that is aligned to the National Staff Development Council Standards is evolving after careful review of the shared vision, school improvement plan, student and staff needs. The focus on data to drive effective job-embedded professional development is on-going with staff in-serviced on relevant instructional and leadership strategies. Policies set professional development as a priority budget line-item.

3. List the individuals and job titles of the central office and school personnel who will oversee the school receiving School Improvement Grant – Section 1003(g) funds. Include the percentage of time dedicated to oversight of the school.

Robert A. Martin, Ph.D., Deputy Chief of School Reform

- a) 35% of time dedicated to PHS reform

Principal of PHS – Anthony Jones 100%

Assistant Principals of PHS

- a) Dr. Mary Jackson 100%
- b) Gerald Lane 100%
- c) Shelby Johnson 100%

4. Explain specific school improvement technical assistance and evaluation responsibilities needed. Include personnel responsible for coordinating such services.

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The school district will serve as the overarching monitor for school improvement and will take appropriate actions. Technical assistance and evaluation needs include processes for: evaluation, clarifying accountability, using evaluation findings and making long-term commitment.

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Section IV: Fiscal Information

Individual grant awards will range from not less than \$50,000 to not more than \$2,000,000 per school, with grants averaging around \$500,000.

The MDE has asked for a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds, that waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver.

An SEA that requests a waiver of section 421(b) of GEPA to extend the period of availability of SIG funds may seek to make the funds available for up to two years beyond the regular period of availability. For example, without a waiver, FY 2009 SIG funds will be available until September 30, 2011. Through a waiver, those funds could be made available for up to two additional years – until September 30, 13.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation will be required.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

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For a listing of allowable uses of funds, go to the guidance document listed on the USED website. <http://www2.ed.gov/programs/sif/applicant.html>

LEA Application Part III

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ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
<ul style="list-style-type: none"> • Leadership councils Composition • Principal Authority/responsibility • Duties - teacher • Duties - principal • Tenure • Flexibility regarding professional development activities • Flexibility regarding our school schedule (day and year) • Waivers from district policies to try new approaches • Flexibility regarding staffing decisions • Flexibility on school funding 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>x</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>x</p>	
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content	x		
• Schedule	x		
• Length	x		
• Financing	x		
• Instructors	x		
• Evaluation	x		
• Mentoring		x	

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Budgeting			
School funding allocations to major spending categories • School staff input on allocation		x	
• Approval of allocation		x	
• Change of allocation midyear		x	
Major contracts for goods and services • Approval process streamlined	x		
• Restrictions (e.g., amounts, vendors)	x		
• Legal clarifications	x		
• Process	x		
• Stipulations (e.g., targeted vs. unrestricted spending)	x		
• Timeline	x		
• Points of contact	x		
Auditing of school financial practices Process	x		
• Consequences	x		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

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**Attachment VII
PONTIAC HIGH SCHOOL PROFESSIONAL LEARNING PLAN
2010-2011**

Strand	Standard	Implementation Strategies	Timeline	Evidence
Teaching for Learning	Curriculum	Ensure that all staff can identify the existing curriculum.	Sept-June	State Grade Level Content Standards; District Curriculum; Local Staff Input
		Renewed focus on implementing a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes.	Sept-June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback
		Ensure that the curriculum is aligned with State and National Content Standards. Identifying the processes to cover these bases.	Sept - June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback
		Implement action plan to gather, analyze and use data and research in making curriculum and instructional choices.	Sept-June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback
		Focus on what is taught and how it is taught.	Sept-June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback

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Teaching for Learning	Curriculum	Ensure that courses are sequenced with the rigor and relevance necessary for improved and higher student improvement, performance and college or workforce readiness.	Sept-June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback
		Ensure that all school-wide programs interface with the curriculum.	Sept-June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback
		Design plan for curriculum areas to interface and support each other- inter-disciplinarily and intra-disciplinarily.	Sept-June	Dedicated Professional Development; Curriculum Documentation; Teacher Feedback
Instruction		Survey the instructional strategies currently used by staff to determine how curriculum is delivered.	Oct-June	Instructional Survey; Lesson Plans; Walkthroughs
		Convene school-wide dialogue and subsequent training and planning to determine what research/results-based instructional strategies are central to student success at the classroom level.	Oct-June	Professional Development; Grade-Level Meetings; Student Profile Data
		Identify action plan to ensure teacher proficiency in using identified instructional strategies.	Nov-June	Professional Development; Grade-Level Meetings; Student Profile Data
		Assess the extent that teachers used a particular instructional strategy.	Nov-June	Instructional Survey; Lesson Plans; Walkthroughs; Formal Classroom Evaluations; Feedback
		Conduct needs assessment to construct a plan for remediation if strategies are not used effectively.	Nov-June	Instructional Survey; Lesson Plans; Walkthroughs; Formal Classroom Observations; Professional Development; feedback

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Teaching for Learning	Instruction	Provide more opportunities for articulation between and among all levels of the school.	Sept-June	Inter-department/Intra-departmental meetings.
	Assessment	Ensure that student assessment methods are aligned with curriculum and instruction including daily informed assessments, periodic benchmark assessments, and a variety of culminating assessments.	Oct-June	Dedicated Professional Development; Curriculum Documentation; Walkthroughs; Formal Classroom Observations; Teacher Feedback
		Assess current assessment used by faculty.	Oct-June	Dedicated Professional Development; Curriculum Documentation; Walkthroughs; Formal Classroom Observations; Teacher Feedback
		Develop a relevant system of assessment design to measure varied student abilities.	Sept	State Grade Level Content Standards; District Curriculum; Local Staff Input; Student Profile Data
		Develop an instructional safe net for low-at-risk students.	Sept-June	Lesson Plans; Grade-Level Meetings; Student Profile Data including achievement, attendance and behavior data.
Leadership and Governance	Instruction	Collaborative leadership in defining and advocating for the school's vision, mission and continuous improvement efforts.	Sept-June	Collaborative, comprehensively design School Improvement Plan; State School Improvement Framework Administrator Walkthroughs; Formal Classroom Observations; Teacher Feedback
		Place higher priority on observing teachers and providing feedback.	Sept-June	

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Leadership and Governance	Instruction	Place higher priority on facilitating professional development	Oct-June	Professional Development Plan design based on student data, teaching and learning needs assessment
		Help teachers find ways to collect, analyze and use data to drive instruction.	Sept-June	All Assessments including standardized tests and other triangulated data; Data-driven lesson planning.
		Implement a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.	Sept-June	School Improvement Plan; State School Improvement Framework
		Monitor school climate and take appropriate steps to ensure that it is conducive to student learning.	Sept-June	School Improvement Plan; Administrator Walkthroughs; Formal Classroom Observations; Building Security Team Reports
		Work to better ensure comprehensive information and media services that support the curricular and instructional programs.	Sept-June	Fully-equipped Library/Media Center; Use of pervasive technology
		Work to better ensure that all students and staff have regular and ready access to instructional and management technology.	Sept-June	School Technology Plan
		Continuous encouragement for collaborative and shared responsibility for school improvement among stakeholders.	Sept-June	School Improvement Plan; Parent Resource Room; PTA; District/School Partnerships
Leadership and Governance	Shared Leadership			

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Leadership & Governance	Shared Leadership	Ensure that the school's policies, procedures, and organizational conditions support equity of learning opportunities and support for innovation.	Sept-June	District Vision and Strategic Plan; School Improvement Plan
		Convene collaborative efforts to foster a learning community.	Sept-June	School Improvement Plan; Parent Resource Room; PTA; District/School Partnerships
		Provide stakeholders meaningful roles in the decision-making.	Sept-June	School Improvement Plan; Parent Resource Room; PTA; District/School Partnerships
		Ensure that the curricular and extracurricular activities are aligned with the school's vision and mission.	Sept-June	District/School Curriculum; State Grade Level Content Expectations; National Content Standards
		Ensure that all district and school use budget templates that make clear and transparent the total amount of funding from all sources that are available to the transforming high school.	Sept-Sept	District Financial Management Tool; Local school administrator
Resource & Support Systems	Effective Use of Resource and Support Systems	Ensure regular, rigorous evaluations of teacher and administrator effectiveness, tied to tenure and promotion decisions and compensation increases, coupled with challenging, individualized professional development support	Sept-Sept	District/School leadership; Division of Human Resources
		Design and implement a comprehensive assessment system that will monitor and document performance using the results to improve student performance and school effectiveness.	Sept-June	School Comprehensive Assessment System; MDE Comprehensive Needs Assessment
Data Information and Management	Documenting and Using Results			

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Data Information & Management	Documenting and Using Results	Use the comprehensive assessment system to assess student performance on expectations for student learning	Sept-Sept	School Comprehensive Assessment System; MDE Comprehensive Needs Assessment
		Use the comprehensive assessment system to assess student performance on expectations for evaluating the effectiveness of curriculum and instruction.	Sept-Sept	School Comprehensive Assessment System; MDE Comprehensive Needs Assessment
		Use the comprehensive assessment to determine interventions to improve student performance.	Sept-Sept	School Comprehensive Assessment System; MDE Comprehensive Needs Assessment; School-wide Intervention Program
		Use student assessment data for making decisions for continuous improvement of teaching and learning processes.	Sept-Sept	School Comprehensive Assessment System; MDE Comprehensive Needs Assessment
		Use comparison, trend and longitudinal data of student performance for continuous growth and school improvement decisions.	Sept-Sept	School Comprehensive Assessment System; MDE Comprehensive Needs Assessment
		Establish and maintain a secure, accurate, and complete student record system including student academic status, student attendance and student citizenship data.	Sept-June	School Comprehensive Assessment System; Data Personnel; Staff reports (report cards, attendance, and behavior).

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<p>Personnel and Professional Development</p>	<p>Professional Learning</p>	<p>Continuous efforts to ensure that the school has sufficient human resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special student needs for now and the future.</p>	<p>Sept-Sept</p>	<p>District Office of Personnel; School Principal Request Communications</p>
<p>Personnel & Professional Development</p>	<p>Professional Learning</p>	<p>Renewed efforts and agreements for implementing an evaluation system that will provide for the professional growth of all personnel.</p>	<p>Sept-Sept</p>	<p>District Office; Teacher's Union; School Principal</p>
		<p>Convene ongoing dialogue with district office of personnel to recruit, employ qualified staff capable of full-filling assigned roles and responsibilities.</p>	<p>Sept-Sept</p>	<p>District Office; Teacher's Union; School Principal</p>
		<p>Ensure that all staff participate in a continuous program of professional development.</p>	<p>Sept-Sept</p>	<p>District Office; Teacher's Union; School Principal</p>
<p>School and Community Relations</p>	<p>Fostering Effective Communications</p>	<p>Ensure that each student has access to guidance services that include, but are not limited to, counseling, mentoring, educational planning career planning, monitoring student attendance, and staff consulting.</p>	<p>Sept-June</p>	<p>District Office; School Principal's Request Communications</p>

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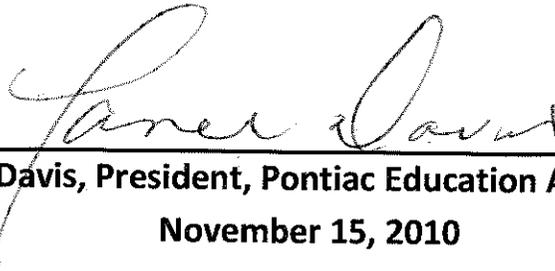
2010-2011

Seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.	Sept-Sept	School Partnership Plan
Solicit the knowledge and skills of stakeholders to enhance the work of the school.	Sept-Sept	School Partnership Plan

ATTACHMENT VIII

Conversations with President of Pontiac Education Association

The Pontiac Education Association, based upon on-going conversations with district leadership, and in conjunction with A Framework for Michigan Educator Evaluations (under the New School Reform Law 2009 PA 205 Section 1249) a joint Proposal from the major Michigan Education Associations, agree to create a plan to effective execute the new state legislation requiring annual performance evaluations of all educators. We agree that these evaluations must be transparent, fair, equitable and meaningful to better ensure that all students are achieving. We recognize that there is plenty of room for the local district to incorporate previous best practices, as well as to design improvements to current performance evaluation processes.



Lance Davis, President, Pontiac Education Association

November 15, 2010