

Abbreviated Goals and Plans Template

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 63906

District Name: Pontiac Academy for Excellence

School Code: 09985

School Name: Pontiac Academy for Excellence

Section One – Plan

In preparation for completing this template, it is recommended that improvement teams complete the School Data Analysis. This diagnostic is available both in the ASSIST platform, and as a [template for you to download and use](#).

1. What multiple data sources were used to determine need?
NWEA, MSTEP, Local Common Assessments
2. Based on the data, what area(s) needs improvement?
Math, Reading, Science, Social Studies, Climate and Culture
3. Write a measureable goal for each area of need.
Increase student proficiency by 5% in Math and Reading as measured by M-Step. Demonstrate 1.5 year's worth of typical growth at each grade level and building in Reading and Math as measured by NWEA. To demonstrate at least 30-50% growth on all of the pre and post assessment for each of the units in Science and Social Studies as measured by local common assessments. Reduce the % of suspensions and failures.
4. Describe the strategies and activities that will be used for each of the goals.
 1. Data Driven Decision Making (DDDM) – bi-weekly/monthly grade level/department meetings, using pre/post data and NWEA MAP data to inform instruction and create small groups for targeted and focused instruction for MTSS.
 2. Effective Instructional Strategies - use of Marzano's Nine Effective Instructional Strategies, use of Kagan Cooperative Learning, use of Reader's Workshop (elementary only), use of reading and writing across the curriculum, provide extend learning opportunities for ESL students through afterschool programs and summer school
 3. ESL/SIOP – use of SIOP strategies in the classroom, use of a MTSS program to provide small group instruction, provide extend learning opportunities for ESL students through afterschool programs and summer school.
 4. Multi-tier System of Support – provide a MTSS that provides increasing levels of support and intensity at each level to provide small group and individualized targeted and focused instruction based on identified deficiencies based on the NWEA norm

referenced test. 5. Professional Learning Communities – book studies, vertical meetings, data meetings 5. Climate and Culture – use of Capturing Kids Hearts effective strategies for building and maintaining positive relationships with students, use of Restorative Practices, develop a Postive Behavior Intervention Support program, use of Behavior Specialists and Home-School Liaisons

5. What future multiple data points will be used to determine if the goals are met?
NWEA: Fall, Winter, Spring, NWEA fall to winter and NWEA fall to spring (were targets hits). MSTEP: Review 3-year trends. Local Common Assessments: 6-8 week unit pre/post data.
6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?
 1. Using data to inform instruction and provide small group targeted/focused instruction.
 2. NWEA – using and understanding NWEA data to inform instruction.
 3. Kagan Cooperative Learning
 4. Effective use of Marzano’s Nine Instructional strategies.
 5. Coaching/Modeling for Reader’s Workshop. (elementary only)
 6. Reader’s Workshop training for new staff. (elementary only)
 7. SIOP training for all staff.
 8. Study Island Training for staff.
 9. Staff training on Star Reading/Star Math.
 10. Capturing Kids Hearts refresher training.
 11. Restorative Practices training.
 12. Leveled Literacy Intervention (LLI) training.
7. Describe how the plan and process will be monitored and evaluated.
The plan will be monitored and evaluation through students data results: are students meeting growth targets? Is the achievement gap closing? The plan will also be monitored/evaluated through perception surveys, data from classroom walkthrougths and lesson plans reviews and through data meetings with grade-level teams and departments.
8. Provide the budget showing alignment to the plan.
School Improvement strategies and activities will be funded through coorindatin between general funds, Title 1, Part A, Title 2, Part A, Title 3 and Section 31A.

Section Two – Assurances

1. The school has evidence of a mission statement.
Yes
2. The school has evidence of completing a comprehensive needs assessment.
Yes
3. The school has evidence of inviting and allowing school board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan.
Yes
4. The school has evidence of a process to evaluate our school improvement plan.
Yes
5. The school has evidence that technology is being integrated into the curriculum to improve learning.
Yes
6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.
No
7. The school has evidence of developing and utilizing community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community.
No
8. The school has evidence of building-level decision making.
Yes