



# **Priority School Improvement Plan**

Pontiac Academy for Excellence - Elementary

Pontiac Academy for Excellence

Ms. LaShema Marble, Principal  
196 CESAR E CHAVEZ AVE  
PONTIAC, MI 48342-1094

# TABLE OF CONTENTS

Introduction .....	1
--------------------	---

## **School Data Analysis**

Introduction .....	3
--------------------	---

Demographic Data .....	4
------------------------	---

Process Data .....	6
--------------------	---

Achievement/Outcome Data .....	8
--------------------------------	---

Perception Data .....	14
-----------------------	----

Summary .....	17
---------------	----

## **School Additional Requirements Diagnostic**

Introduction .....	19
--------------------	----

School Additional Requirements Diagnostic .....	20
---	----

## **Title I Schoolwide Diagnostic**

Introduction .....	23
--------------------	----

Component 1: Comprehensive Needs Assessment .....	24
---	----

Component 2: Schoolwide Reform Strategies .....	26
---	----

Component 3: Instruction by Highly Qualified Staff .....	30
--	----

Component 4: Strategies to Attract Highly Qualified Teachers .....	31
--	----

Component 5: High Quality and Ongoing Professional Development .....	34
--	----

Component 6: Strategies to Increase Parental Involvement..... 35

Component 7: Preschool Transition Strategies..... 39

Component 8: Teacher Participation in Making Assessment Decisions..... 40

Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards..... 41

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 43

Evaluation:..... 45

## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# School Data Analysis

## **Introduction**

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths and challenges as well as directions for improvement based on an analysis of data and responses to a series of data - related questions in content areas. This data collection and analysis process should include the identification of achievement gaps as well as reflections on possible causes for these gaps. This diagnostic represents the various types of data that should be continuously collected, reviewed, analyzed and evaluated. Completion of the SDA is one piece of a school's comprehensive needs assessment process.

## **Demographic Data**

Demographic data is data that provides descriptive information about the school community. Examples may include enrollment, attendance, grade levels, race/ethnicity, gender, students with disabilities, English learners, socio-economic status, graduation rate, suspensions/expulsions, etc.

### **Student Demographic Data**

#### **1. In looking at the three year trend in student enrollment data, what challenges have been identified?**

Pontiac Academy for Excellence has experienced a decrease in overall student enrollment. Prior to this school year each grade level had four sections; decreased enrollment has reduced each grade level to three sections. However, there has been an increase of English Language Learners enrolling into the school.

### **Student Demographic Data**

#### **2. In looking at the three year trend in student attendance data, what challenges have been identified?**

The challenges based on student attendance data are excessive numbers of tardies and absenteeism that affected students' overall academic performance.

### **Student Demographic Data**

#### **3. In looking at the three year trend in student behavior data (discipline referrals, suspensions and expulsions), what challenges have been identified?**

The challenges in student behavior when looking at the data is the need for new procedures for special education with handling discipline. Another challenge is building collaboration and sharing information between necessary stakeholders: deans, special education department, general education department, administration, and parents.

### **Student Demographic Data**

#### **4. What action(s) could be taken to address any identified challenges with student demographic data?**

The actions that are being taken to improve student demographic data are building a closer alliance with OLHSA Head Start Program, Kindergarten round-up invitations to the community and the Head Start Program students; ensuring that teachers correctly input attendance into the MiStar system, and hiring a district truancy officer to address attendance issue. Other actions being taken by all staff, including the special education department, involve working collaboratively with the Assistant Principal on discipline issues. This will ensure that all staff will be aware of procedures to secure uniformity in the implementation of the Student Code of Conduct.

### **Teacher/School Leader(s) Demographic Data**

#### **5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what impact might this have on student achievement?**

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

In looking at the number of years of teaching and administrative experience of the school leaders the impact will be positive for student achievement. The school leaders have experience working with diverse populations and addressing challenges that impede student learning, including communicating with parents, staff and students.

### Teacher/School Leader(s) Demographic Data

**6. As you review the number of years of teaching experience of teachers in your building, what impact might this have on student achievement?**

After examining the number of years of teaching experience of teachers in our building, the number of teachers with three years or less teaching, 60% of the teaching staff, could have a negative impact on our student achievement. In addition, 40% of the staff have taught here in the school two years or less. The positive impact is that our current staff are motivated and enthusiastic about education, this enthusiasm will translate to higher achievement.

### Teacher/School Leader(s) Demographic Data

**7. As you review the total number of days for school leader absences and note how many were due to professional learning and /or due to illness, what impact might this have on student achievement?**

With regards to the number of days for school leader absences there was a negative impact on student achievement due to the disruption of the daily routine and climate of the building; and this affects student achievement overall.

### Teacher/School Leader(s) Demographic Data

**8. As you review the total number of days for teacher absences due to professional learning and/or illness, what impact might this have on student achievement?**

After evaluating the total number of days for teacher absences due to professional learning and/or illness would be a negative impact on student achievement. Substitute teachers do not have the same knowledge nor expertise of the subject matters being taught that the classroom teacher has. The overall disruption in learning impacts individual student achievement.

### Teacher/School Leader(s) Demographic Data

**9. What actions might be taken to address any identified challenges regarding teacher/school leader demographics?**

The actions that can be taken to address the identified challenges regarding teacher/school leader demographics are to continue implementing late start days to designate time for instructional learning opportunities.

## **Process Data**

Process data is information about the practices and procedures schools use to plan, deliver and monitor curriculum, instruction and assessment.

### **10. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as strengths?**

After reviewing the results of the SSR the strands/standards/indicators that stand out as strengths are a Culture for Learning as indicated by Safe and Supportive Environment, Curriculum Alignment, and Cultural Responsiveness.

### **11. In reviewing the results of the School Systems Review or the Interim Self Assessment/Self Assessment, what strands/standards/indicators stand out as challenges?**

Reviewing the results of the SSR the strands/standard/indicators that stand out as challenges are Professional Learning Culture, the indicator Collective Responsibility, Professional Learning System all rated Beginning Implementation. In addition we had several indicators scoring Partial Implementation under the standards of Instruction, Assessment, Instructional Leadership, and Organizational Management.

### **12. How might these challenges impact student achievement?**

The challenge of Professional Learning, Standard 8, scoring Beginning Implementation can impact student achievement due to lack of professional development opportunities provided to staff. In addition the lack of instructional staff holding each other accountable for improved student performance will have a negative affect on student achievement.

### **13. What actions could be taken and incorporated into the School Improvement Plan to address these challenges from the School Systems Review or the Interim Self Assessment/Self Assessment.**

Actions that could be taken and incorporated into the SIP to address the challenges from the SSR are moving into next year, additional professional development hours will be added to the calendar to address these and other challenges as recorded in the SSR. Instructional staff will receive differentiated professional development, including instruction that is designed to meet the needs of all students, incorporating formative and summative assessments, rigor and best research-based instruction are embedded in lesson design, and planning for engaging lessons. Ensuring a monitoring system is in place for all initiatives contained within the SIP including those initiatives that address the indicators under Instruction.

### **14. How do you ensure that students with disabilities have access to the full array of intervention programs available i.e. Title I, Title III, Section 31a, IDEA, credit recovery, extended learning opportunities?**

To ensure that students with disabilities have access to the full array of intervention programs data analysis is utilized to assess and monitor students' individual needs. The data analysis process includes: review of all district level assessment data, collaboration between academic staff and communication with parents.

**15. Describe the Extended Learning Opportunities that are available for students and in what grades they are available?**

Extended learning opportunities that are available for students are an after school tutoring program that is available to students in grades K-5, for those who are academically challenged in the core subject areas. In addition the students K-5 are provided a four week summer school opportunity in order to assure success as they enter the next school year.

**16. What is the process for identifying students for Extended Learning Opportunities and how are parents notified of these opportunities?**

The process for identifying students for extended learning opportunities are student data collected through Scantron Performance/Achievement and Achievement Network assessments, as well as classroom grades. Students who shown to be failing standards based on analysis of the above data are identified as in need of extended learning opportunities. Parents are notified through letters sent home, parent-teacher conferences, and phone calls.

**17. What evidence do you have to indicate the extent to which the state content standards are being implemented with fidelity i.e. horizontal and vertical alignment, in all content courses and grade levels?**

The evidence that indicate the extent to which the state content standards are being implemented with fidelity are teacher weekly lesson plans, weekly grade level team meetings, vertical meetings, and school leader walk-through evaluations.

**18. How does your school use health survey/screener results (i.e. MIPHY) to improve student learning? Answer only if you completed a health survey/ screener.**

N/A

## **Achievement/Outcome Data**

Achievement/outcome data tell us what students have learned. These include classroom-level, benchmark, interim and formative assessment data as well as summative data such as standardized test scores from annual district and state assessments. If the school completed the Student Performance Diagnostic for the AdvancED External Review, please insert 'See Student Performance Diagnostic' in each text box.

### **19a. Reading- Strengths**

In kindergarten student strengths are the ability to use pictures to decode unknown words/meaning, identifying patterns, and retelling. First grade strengths are predicting, inferring, and summarizing text, they are also able to identify nonfiction and fiction text. According to Achievement Network Assessment data, second and third grade strengths are asking and answering such questions as who, what, where, when, why, and how, demonstrating understanding of key details in fictional text and recounting stories, including fables and folktales from diverse cultures, and determining the central message, lesson, or moral. Second Grade strengths were Reading Informational text, knowing and using various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. On Achievement Network Assessment 3rd grade strengths were in Reading Literature, describing characters in a story (e.g., their traits, motivations, or feelings) and explaining how their actions contribute to the sequence of events, students obtained 49% proficient. According to ANet (Achievement Network) the highest percentage of all fourth grade standards assessed was in reading informational text, explaining events/ ideas in informational texts using text details. They were able to prove answers with evidence from the text. Fifth grade strengths on the ANet Assessment are reading literature and comparing/contrasting elements of story using text details.

### **19b. Reading- Challenges**

The challenges for upper elementary, grades 3-5 are in informational text including determining the main idea of a text and explaining how it is supported by key details; summarizing the text and asking and answering questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. The challenge for the entire school is students entering kindergarten below grade level. Making gains is difficult causing students to struggle with the text complexity required by the CCSS. Students struggle with comprehension as a result. For reading informational text, identifying the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. It was the lowest percent of all standards assessed. According to Achievement Network (ANet), out of the third grade standards assessed the third grade students scored the lowest in asking and answering questions using key details from the text. Out of the fourth grade standards assessed on Achievement Network Assessment fourth grade students scored the lowest in reading informational text.

referring to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Fifth grade students had the same results, low score for informational text standard. With regards to quoting accurately from a text when explaining what the text says explicitly and when drawing inferences from the text, fifth grade students scored the lowest percent of all standards assessed, below the network.

### 19c. Reading- Trends

Students struggle with reading due to low ability upon entering kindergarten, being below grade level in reading is perpetuated each year as the text complexity increases, causing students to score well below grade level on all assessments. Children are continuing to enter kindergarten lacking the basic skills. First grade students last year had a better grasp of sounds. Constant review of sight words has been the focus in first grade this year. There is low stamina for reading across grade levels. Reading Literature scores for standards assessed are higher than reading informational text scores on Achievement Network Assessment. Student focus needs to be on reading informational text across the grade levels.

### 19d. Reading- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

In order to address these challenges the district has hired an outside company to conduct a curriculum audit. The results of this audit have been shared with all stakeholders. Due to the school's priority status there is pressure to improve academics. The school has experienced difficulty in teacher retention, therefore an effort will be made to reduce the high turnover rate of the staff. In moving forward there will be an effort to familiarize staff with the contents of the redesign plan. There will also be an emphasis on providing teachers with professional development in best practices in reading instruction and differentiation of instruction. The school will continue to utilize its Multi-Tiered System of Support and Student Support Team to create individualized plans to assist struggling students. The school will also continue to partner with Achievement Network to build a data driven culture and training on the CCSS. Monitoring of these processes will be paramount to the success of the redesign plan.

### 20a. Writing- Strengths

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

Strengths noted in the lower elementary based on teacher observation and assessment data are that students are improving on grammar rules and writing stamina. According to the 2015 Achievement Network Assessment data, for grades 3-5, second grade students strength is in creative writing, third grade students utilized outlines (Step Up to Writing), fourth and fifth grade students stretched their writing and stayed on topic. Students across grade levels maintained a higher quality of writing when the focus was Narrative writing.

### 20b. Writing- Challenges

Due to the correlation between reading and writing students are below grade level. Writing informational pieces is a challenge at all grade levels. Although students present a higher quality of writing when focused on narrative writing, the use of details and sequencing are difficult for students. In addition, students struggle with voice and sentence variety in writing pieces. In Kindergarten children lack exposure to writing opportunities. They struggle with letter formation and fine motor skills. First grade students struggle with writing complete sentences unassisted and coming up with thoughts, ideas, details and stories individually. Second grade students struggle with collecting thoughts and transferring them into a story with a clear beginning, middle and end. Third grade writing challenges are sentence structure, staying on topic, and responding to a prompt. Fourth grade students stumble with writing complete thoughts and grammar. Fifth grade students struggle with responding to a text in a cohesive essay without copying the text word for word and like fourth grade they have problems with grammar.

### 20c. Writing- Trends

Students do not demonstrate an increasing sophistication in all aspects of writing. They are below grade level entering kindergarten and do not make a year's growth causing them to fall further behind as they advance through grade levels.

### 20d. Writing- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The school has writing program (Step Up to Writing) to provide teachers a resource to teach writing. Training in this program will need to be done with those teachers who are new to the school. Monitoring the use of best practices in teaching writing will be monitored in order to identify areas that need additional support.

### 21a. Math- Strengths

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

Kindergarten and first grade take common assessments and Scantron Performance assessments, based on those the strengths in kindergarten are number recognition and counting. First grade students strengths are recognizing and writing numbers to 120, telling time to the half hour, and non-standard measurement. In addition to the above assessments, grades 2-5 take Achievement Network assessments based on that data, second grade strengths are reading and writing numbers up to 1,000, adding up to four 2 digit numbers, and picture and bar graphs. Also, on ANet (Achievement Network) assessment second grade students showed strength in measuring the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. Third grade strengths are applying properties of multiplication and division, area and distributive property, and understanding unit fractions. Also on ANet assessment third grade students showed strength with measuring areas by counting unit squares (square cm, square m, square in, square ft. Fourth grade strengths are multiplying whole numbers and understanding addition and subtraction of fractions of the same whole. The highest scoring standard for the fourth grade students was understanding addition and subtraction of fractions as joining and separating parts referring to the same whole. Fifth grade students showed improvement in multiplying and dividing fractions over the school year, also on the ANet assessment they obtained the highest score, 60% proficient, on the standard that focused on finding the Volume of Rectangular Prisms by Using Formulas.

### 21b. Math- Challenges

According to the 2015-2016 Achievement Network Assessment 34% of the second grade students were proficient on the standard that concentrated on representing whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the number 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.. In 2015 with this standard, 61% of second grade students were proficient, 5% above the network. 26% of third grade students were proficient in solving two-step word problems using the four operations, the lowest percent of all third grade standards assessed, 8% below the network. The Fourth grade students lowest proficient area was explaining why a fraction  $\frac{a}{b}$  is equivalent to a fraction  $\frac{n \times a}{n \times b}$  by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. Fifth grade students had a low proficiency percentage with regards to adding and subtracting fractions, 9% of the fifth grade students were proficient.

### 21c. Math- Trends

In comparing the previous years (2013-2014/2014-2015) M-STEP scores in the area of math there have been some gains made. The school has shown growth but continues to score below the Network on the Achievement Network quarterly assessments. Fluency of facts and place value at every grade level continues to be a challenge.

### 21d. Math- Summary

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

In order to address these challenges the school will be providing instructional staff with professional development beginning with a focus on unpacking the CCSS, in addition staff will be provided with professional development opportunities outside of the district through Oakland County Schools. The school has partnered with Global Psychological Solutions in order to support instruction and create a data driven culture which includes instructional learning cycles (ILC), PLCs and data rounds.

### 22a. Science- Strengths

According to teacher assessments students in K-5 do well in life science.

### 22b. Science- Challenges

Reading informational text and comprehension hinders student ability in the area of science. The scientific method (inquiry process) and physical science are a challenge for students K-5.

### 22c. Science- Trends

According to 2016 M-STEP scores less than 10% of all fifth graders were proficient on the Science M-STEP assessment. Science is challenging for students due to low reading ability of informational text.

### 22d. Science- Summary

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The challenges will be addressed through updated pacing guides and materials currently used by the school in the subject of science. Additional training and support will be provided to teachers in the subject area of science. Monitoring lesson plans and walk-through evaluations will be conducted to assure appropriate time and strategies are being used to teach the subject of science. Cross-curricular plans with ELA to reinforce reading informational text will be necessary.

**23a. Social Studies- Strengths**

Students in grades 3-5 do well with geography according to classroom assessment data.

**23b. Social Studies- Challenges**

Students in kindergarten lack the skills of the theme for the grade level. Students struggle with reading and comprehension with informational text. According to the 2016 Social Studies MEAP less than 10% of 6th graders scored proficient on this assessment.

**23c. Social Studies- Trends**

Students continue to struggle in the subject area of social studies with informational text.

**23d. Social Studies- Summary**

**Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.**

The school will be conducting an audit of the pacing guides and the materials currently used to teach social studies. Additional support in this subject area will be provided to teachers in keeping with best practices. Monitoring of lesson plans and walk-through evaluations will be conducted to assure time is allotted daily to this subject as well as use of best instructional strategies. Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

## **Perception Data**

Perception data is information collected that reflects the opinions and views of stakeholders. If the school completed the Stakeholder Feedback Diagnostic for the AdvancED External Review, please insert 'See Stakeholder Feedback Diagnostic' in each text box for survey feedback already collected from students, parents and staff.

### **24a. Student Perception Data**

**Which area(s) indicate the overall highest level of satisfaction among students?**

Based on our student survey over 93% of students feel their teacher makes them feel special, makes learning fun; and that they are learning everyday. Over 95% of students surveyed are happy with what they are learning at school. The surveys also indicate that over 95% students responded that they trust and respect their teachers.

### **24b. Student Perception Data**

**Which area(s) indicate the overall lowest level of satisfaction among students?**

The areas showing the least overall satisfaction was the cleanliness of the school.

### **24c. Student Perception Data**

**What actions will be taken to improve student satisfaction in the lowest area(s)?**

The school leader has met with the head of building maintenance to revise the daily cleaning schedule. Additional revisions will be made as necessary. This was done to build a collaborative relationship with the janitorial department to foster positive communication moving forward.

### **25a. Parent/Guardian Perception Data**

**What area(s) indicate the overall highest level of satisfaction among parents/guardians?**

According to the parent survey, safety and security were highest areas of satisfaction. More than 85% of parents were satisfied with the employees at the school, their child's academic progress, and the quality of education their child is receiving. In addition, over 80% of parents were happy with the school and would recommend the school to people they know.

### **25b. Parent/Guardian Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among parents/guardians?**

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

The parent survey indicates low satisfaction with the school's effort to communicate with parents and a low level of involvement with the school's Parent Advisory Committee (PAC).

### 25c. Parent/Guardian Perception Data

#### What actions will be taken to improve parent/guardian satisfaction in the lowest area(s)?

Implementation of interactive technology communication programs for teachers and parents will begin at the start of the school year. Current Parent Advisory Committee Members and the district parent liaison will be utilized to recruit new members during school activities, fundraisers, and events; such as Parent Empowerment workshops, student orientations, and the back to school rally.

### 26a. Teacher/Staff Perception Data

#### What area(s) indicate the overall highest level of satisfaction among teachers/staff?

In reviewing the survey completed by teachers and staff the staff had the highest level of satisfaction with feeling supported and respected by the principal. They also had a high level of satisfaction in a cooperative effort among teachers. The staff overwhelmingly agreed that school leaders regularly meet with them to review student data in an effort to adjust instruction in order to meet student needs.

### 26b. Teacher/Staff Perception Data

#### What area(s) indicate the overall lowest level of satisfaction among teachers/staff?

The areas with the lowest overall level of satisfaction were with parental support, instructional materials providing support for teaching integrated units across disciplines and opportunities for professional development being provided in order to inform teachers of the latest educational strategies.

### 26c. Teacher/Staff Perception Data

#### What actions will be taken to improve teacher/staff satisfaction in the lowest area(s)?

The principal holds a monthly parent coffee to keep parents informed about school and their role in supporting teachers, varying day and time of parent-teacher conferences, as well as classroom newsletters encouraging parental involvement. Professional development has been historically conducted in August during the weeks prior to school. Moving into this coming school year, actions that will be taken to improve teacher/staff satisfaction in the lowest areas identified in the staff survey the district will provide additional opportunities for professional development throughout the school year through late start days that will occur one per month in addition to the professional development in August. The staff will also receive additional support with training on using the materials provided to teachers including how to utilize these materials for teaching integrated units across disciplines.

**27a. Stakeholder/Community Perception Data**

**What area(s) indicate the overall highest level of satisfaction among stakeholders/community?**

Surveys indicate that learning is a top priority at the school and there is a high level of satisfaction with safety within the school.

**27b. Stakeholder/Community Perception Data**

**What area(s) indicate the overall lowest level of satisfaction among stakeholders/community?**

According to surveys, the overall lowest level of satisfaction is with the cleanliness of the school.

**27c. Stakeholder/Community Perception Data**

**What actions will be taken to improve the level of stakeholder/community satisfaction in the lowest area(s)?**

We are developing a schedule to address the conditions of concern for the cleanliness of the school. Meetings have been set with the leader of building maintenance to ensure implementation of the schedule.

## Summary

### 28a. Summary

**Briefly summarize the strengths and challenges identified in the four kinds of data-demographic, process, achievement/outcomes and perception.**

School enrollment has increased, parent communication needs to increase and collaboration with effective communication amongst staff needs to increase as well. Teachers want more opportunities for professional learning that does not disrupt student academic learning time. There are some learning gaps in all academic areas; reading affects all subject areas across the board. All stakeholders have indicated a concern with the cleanliness of the school, however, overall parents and students are satisfied with the academic services received at the school. In addition, stakeholders feel satisfaction with the level of safety provided at the school. Despite some areas of deficient learning, there has also been many improvements in each subject area as well according to the most recent assessment data.

### 28b. Summary

**How might the challenges identified in the demographic, process and perception data impact student achievement?**

The challenges identified in the core subject areas impact student achievement by affecting the acquisition of foundation skills necessary to close gaps in student academic achievement.

### 28c. Summary

**How will these challenges be addressed in the School Improvement Plan's Goals, Measurable Objectives, Strategies and Activities for the upcoming year? For Priority Schools, which of these high need areas will inform the Big Ideas and the Reform/Redesign Plan?**

The Multi-Tiered System of support is one of the school's Big Ideas and is included in the Turn Around Plan. It addresses the learning deficiencies of students based on individual assessment and classroom data.

# **School Additional Requirements Diagnostic**

## **Introduction**

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

### School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	Both literacy and math are tested annually in grades 1-5. M-STEP grades 3-5 as well as common assessments in both subjects for grades K-5, and finally Scantron Performance Series is used in grades K-5 in both reading and math.	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes	Pontiac Academy for Excellence 2015-2016 Annual Education Report	AER ES 2015-2016

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	

Label	Assurance	Response	Comment	Attachment
5.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964,	

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Venkat Saripalli 248-745-9420	

Label	Assurance	Response	Comment	Attachment
7.	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes	Pontiac Academy for Excellence School-Parent Involvement Plan	School Parent Policy

Label	Assurance	Response	Comment	Attachment
8.	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	PAE Parent/Student/Teacher/Compact	Parent/Teacher/Student Compact

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan (optional).	Yes	Pontiac Academy for Excellence Elementary 2015-2016 Professional Development Calendar	

# **Title I Schoolwide Diagnostic**

## **Introduction**

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment was completed by the entire elementary staff, The staff was broken down into group of 4-5 people. Each group was given a topic to review. Groups were given the school data profile questions along with pertinent data. Using the school data, each group responded to the school profile questions. After the data was reviewed, each group shared their findings with the whole group for feedback. Once the feedback was collected, each group made modifications and or additions.

### **2. What were the results of the comprehensive needs assessment process? What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?**

The areas that indicate the highest overall level of satisfaction among students include feeling safe at school (90%), the books used in class are helpful (95%), and they are happy with what they are learning at school (95%), and trusting the teacher (95%). The areas that have shown a positive trend toward increasing student satisfaction include the amount of students who respect and trust their teachers, feel that they are learning every day, and that their teacher encourages them to think on their own to solve problems. The areas garnering the lowest overall level of satisfaction among students include the cleanliness of the school, including bathrooms, and the taste of the school lunches.

### **3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.**

Based on our study of the various types of data referenced in the previous question, the analysis of the data points to the need for the school to continue its work on further developing our 3 big ideas, which include curriculum alignment, culture and climate, and our multi-tiered system of support

### **4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?**

As a Title I Schoolwide school, the majority of the students are disadvantaged. The goals are developed to address the academic, social, developmental and behavioral needs of the whole school population. In order to meet the needs of the entire school population, there are a number of initiatives embedded within the 3 big ideas that are in place, including:

Engage NY Math

Step Up to Writing

Capturing Kids' Hearts

BlackBoard Configuration

Charlotte Danielson's Framework for Teaching (Teachscape Reflect)

Tier I general education instruction

Tier II in-class supports provided by classroom teachers through differentiated instruction

SY 2016-2017

© 2016 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

Tier III small group instruction provided by interventionists

As a Title I Schoolwide school, inclusive of several subgroups, the following interventions are implemented to meet the variety of needs:

ESL/ELL Tutoring and Parental Support

After School Tutoring Program

Title I and ESL Paraprofessional push-in support

## **Component 2: Schoolwide Reform Strategies**

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

The school is committed to our 3 big ideas of curriculum alignment, culture and climate, and a multi-tiered system of support. The strategies in the plan that focus on helping all students reach the State's standards include:

#### Curriculum Alignment

**Step-up to Writing:** All staff participated in grades k-5 participated in training in Step Up to Writing in August. Step Up to Writing is a District-Wide framework regarding writing. Administration and instructional coaches also attended the training. Instructional Coach will monitor this program by observing classrooms weekly to ensure expected strategies are implemented. The Instructional Coach may also model strategies for teachers. Teachers will be able to communicate with the trainer as well as have the support of administration and instructional coaches. Instructional Coaches will monitor and support staff to ensure effective delivery of this program in the classroom.

**Saxon Math:** Teachers received additional training in the Saxon Math Program that was adopted during 2013-2014 school year K-12 to provide curriculum alignment throughout the district; administration and instructional coaches attended this training in order to provide continued support and monitoring of instruction. This program will allow instructional continuity and is aligned with Common Core Standards.

**Curriculum Warehouse:** The school adopted Atlas Rubicon in 2014-2015.. This web-based tool provides a District-wide "Viable Curriculum" K-12 and is aligned with the Common Core Standards. It houses lesson plans, assessments, resources and curriculum maps for teachers. Staff utilized Atlas weekly as a resource tool when writing their lesson plans. The school leadership team monitored its use by reviewing lesson plans on a weekly basis, which will be submitted in Atlas. Daily walkthroughs and the use of Black Board Configuration ( BBC) allowed the leadership team to monitor classroom instruction and identify, a glance the Common Core Standards being taught.

#### Culture and Climate

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

**Achievement Network (ANET):** ANET is a professional learning activity for educators that focuses on the administration of common benchmark assessments in grades 2-5 in reading and math, the subsequent study of the student achievement data produced from these assessments, and the completion of an action plan process that involves teachers in addressing the areas of deficiency demonstrated by students on these assessments each marking period, contributing to our aspirations of becoming a truly data-driven culture of learners.

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

### Multi-tiered System of Support

SIOP (Sheltered Instruction Observation Protocol): A training providing strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. Staff received key information on how to provide sheltered instruction. They were given the eight components of the SIOP Model. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. Staff will receive support from the ESL Coordinator, ESL paraprofessionals and other trained staff.

Renaissance Learning: This District-wide initiative supports our school's multi-tiered system of support, which is focused on an entrance/exit criteria for Reading and Math through students' performance on STAR assessments, Successful Reader, Accelerated Math, Accelerated Reading, English in a Flash, and Math Facts in a Flash for our struggling students. Intervention Coordinators and Paraprofessionals will work specially with our Tier III students.

Scantron Performance Series: A District-Wide assessment with continuity and alignment with Achievement Series. It is also /more user friendly and gives us immediate results as opposed to a 24 -48 hour turnaround. This assessment will allow teachers to identify relative strengths and weaknesses for individual students through Suggested Learning Objectives. Teachers can share results with students for reflection and goal setting, understand measures of growth and track student progress. The assessment will all for evaluating at-risk student populations and work through various activities to improve student understanding.

Teachscape Reflect: The Teachscape Reflect observation training and assessment system helps teachers and observers develop a deep, shared understanding of how common language such as the Framework for Teaching is applied in observations and evaluations to set the stage for continuous improvement in teaching practices. This observation process will implemented throughout the duration of the plan and gives leadership the ability to provide quick feedback to staff at the end of the walkthrough or observations. The classroom walkthroughs and formal teacher observation protocols that exist within Teachscape Reflect are aligned to the framework for teaching, provided by Charlotte Danielson in her book Enhancing Professional Practice: A Framework for Teaching, 2nd Edition.

## **2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).**

The following research-based strategies are being employed to increase the quality and quantity of instruction

### Curriculum Alignment

Atlas: Our staff revised our curriculum maps across the content areas and grade levels using this curriculum warehouse software, in August 2015. Our staff has continued learning about this program, its capabilities, and having time to collaborate as a department to plan and pace out the first several weeks of the school year. We have continued to dedicate grade level meeting time to continue this work throughout the year, and plan to evaluate and update the curriculum by focusing on the implementation of a viable and high rigor curriculum for all students.

### Culture and Climate

Professional Learning Communities: Through the implementation of ANET, as well as the process of the instructional learning cycle which was implemented throughout the entire 2015-2016 school year, our staff experienced regular activities that required them to focus on student achievement data, leading to dialogues about the level of success they have obtained in mastering the established content focus, as well as identifying the students who did not, and creating short term action plans to be implemented in the general education classroom to support their learning through alternative instructional approaches, which was demonstrated by students' improvement on formative and/or summative assessments that were given during the year.

**Instructional Coaches:** We integrated the services of our instructional coaches into the everyday operations of the school. The coach conducted regular classroom walkthroughs of teachers, and provided individual support to teachers through coaching, modeling, and providing feedback on the planning and implementation of instructional practices that they demonstrate, to keep the process of job-embedded professional learning active each school day.

**Capturing Kids' Hearts;** Understanding that students who spend time out of the classroom are less likely to master the critical content that is needed to assure their ultimate success and development of college and career readiness, we will continue to emphasize and expect these strategies of our staff, focusing on the importance of building and sustaining positive working relationships with students and families throughout the year. Our Process Champions will be available to coach staff members who are struggling to implement these strategies with fidelity, as it is understood that consistent implementation of these strategies will give our students the best possible chance for success.

### Multi-Tiered System of Support

In 2015-2016 we focused on addressing the need to integrate a Tier III program for our struggling learners, as well as programs to support our students with disabilities and English Language Learners, we hope to focus more on Tier II interventions, which are provided at the general education classroom level by teachers. Addressing this matter will require us to continue training our staff on the MTSS process, which will support each individual learner's instructional plan, giving them the best overall chance to demonstrate academic achievement growth.

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

Whereas we observed some gains in proficiency on the state assessment in 2015-2016, we know that we are far from meeting and exceeding the state averages in each content area tested. These research-based reform strategies align with the findings of the CNA, as we know that every subgroup requires academic support, as well as each grade level throughout the school, which is why more efforts will be made in the upcoming school year to make the aforementioned resources available to students both outside and inside the general education classroom. Furthermore, our commitment to becoming a culture that is based on building positive relationships and engaging in open and honest dialogues regarding student achievement and instructional practice speak to the need to improve and accelerate learning rates for all learners identified through the CNA

### **4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.**

Our tiers III intervention program, as well as our support services for students with disabilities and English Language learners are all supported by the resources that are found within Renaissance Learning, which include STAR Assessments, English in a Flash, Math Facts in a Flash, Accelerated Math Live, Successful Reader, and Accelerated Reading. Interventionists, Special Education Teachers, and the ESL Teacher all have access to these programs to integrate into their individualized instruction with these students, and will track the progress of their students, as well as their program, by monitoring student achievement growth rates along the way. As was stated before, we aspire to address Tier II interventions in the general education classroom setting by making these resources available to teachers so they can allow students to access them through small group activities, or cycling students through a program one at a time on the classroom computer. This will allow all subgroups access to the products that we have brought on board to provide intervention support for all levels of learners.

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

The school determine if the needs of students are being met by monitoring the implementation with fidelity of these initiatives, as well as the student achievement outputs produced through their implementation, and student participation/attendance rates. If any of these factors is at a sub-standard level, a strong likelihood that the needs of students are not being met would be presented. At this point, the process for evaluation of programs will continue, and further recommendations to modify/strengthen/eliminate programs will be made, based on the study of this data.

**Component 3: Instruction by Highly Qualified Staff**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	1. Do all of the instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All instructional paraprofessionals meet the NCLB requirements for highly qualified.	

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	All teachers meet the NCLB requirements for highly qualified.	

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

The teacher turnover rate for the 2016-2017 school year from the 2015-2016 school year was 1.6%. All positions have been filled by highly qualified teachers, many of whom had previous teaching experience.

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

The experience level of key teaching and learning personnel is as follows:

-100% of paraprofessionals either passed the required Work Keys examination, attained 60 or more college credits or hold a Bachelor Degree.

-100% of instructional staff hold a valid teaching certificate.

Years of teaching experience:

0-3 years: 9 teachers

4-8 years: 7 teachers

9-15 years: 1 teachers

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

In order to address the areas of recruiting highly qualified staff, under the leadership of the district, the school will employ the following strategies: (1) The school will recruit teachers and staff members based upon student's needs, as identified through a study of the four types of data. (2) Through a process of reviewing resumes, the school will recruit teachers who have core content certification, in addition to their certification that matches the need for the open position. (3) The school will consider the importance on recruiting staff to reflect the student demographics of the school; however teacher quality remains the highest priority in filling open positions within the district. (4) Through the interview process, the school will assure that prospective teachers have multicultural proficiency. (5) The school, in conjunction with our authorizer, Saginaw Valley State University (SVSU), offers a 50% tuition reimbursement program to those staff members who wish to further their education in the area of graduate studies, if they enroll in one of SVSU's graduate programs. This offer is only available to teachers who are employed by the district. (6) The school provides multiple avenues for professional growth within the organization that include staff development days, opportunities to travel to SVSU for professional training, and job-embedded staff development through a variety of Professional Learning Community activities that include peer observations, recorded lesson self-reflections, learning walks, professional growth plans, as well as regular data meetings. (7) The district is also pursuing the Applitrack Recruiting, which is a web-based applicant tracking and recruiting system that allows districts to access and review a high volume of qualified candidates for open positions in an efficient manner. Also, under the leadership of the district, the school will employ the following strategies for staff assignment: (1) The district is proposing that the teachers who produce students with the greatest amount of growth in the content areas be assigned to the lowest performing students the following year. (2) The process for reviewing and selecting potential candidates for open positions has been adjusted so that school leaders, in collaboration with the human resources manager, are now looking for new staff members with dual

certification, who can provide instruction in key content areas. They have also taken each candidate's level of success in previous districts into consideration when assigning staff members to positions. (3) All candidates who were assigned to a position in the district must meet highly qualified requirements. (4) As an incentive, teachers who are evaluated as highly effective and effective may be given first priority consideration in selecting their grade level/content assignment for the following school year.

#### **4. Describe the specific initiatives the DISTRICT has implemented to attract and retain highly qualified teachers regardless of the turnover rate.**

The district's recruitment strategy includes a team of district and school administrators participating in a number of universities within the state for their annual teacher fair events. At these events the district and school leaders meet with a number of potential candidates who are seeking teaching positions, and collect the resumes of all candidates with whom they meet. All prospective employees are informed that the open positions within the district are posted on the district's website, [www.pontiacacademy.org](http://www.pontiacacademy.org), and to check this website often as historically, positions fill quickly. Prospective candidates also utilize the website to email their resume, application, etc. into the district. The process followed upon returning to campus includes a thorough review of the resumes, and identifying candidates that meet the needs of the students. Selection is based on content area specialization (focusing on content areas that are among the lowest performing in the school), years of experience in an urban setting, working with students living in poverty, as well as experience with instructional program resources, assessments, software, and strategies utilized in the district. Once the pool of candidates has been identified, the human resources manager contacts the selected candidates in for an interview. The school leaders, who are a part of the interview panel, make their recommendation, once all of the interviews have been completed. The interview process allows us to match candidates to the vision and mission of the school and district, with a subsequent reference check. If the recommendation meets the approval of the human resources manager, business office manager, and chief academic officer (CAO), the identified candidate is then contacted and presented with a job offer. In order to address the area of recruiting highly qualified staff members, under the leadership of the district, the school will employ the following strategies: (1) The school will recruit teachers and staff members based upon student's needs, as identified through a study of the four types of data. (2) Through a process of reviewing resumes, the school will recruit teachers who have core content certification, in addition to their certification that matches the need for the open position. (3) The school will consider the importance on recruiting staff to reflect the student demographics of the school; however teacher quality remains the highest priority in filling open positions within the district. (4) Through the interview process, the school will assure that prospective teachers have multicultural proficiency. (5) The school, in conjunction with our authorizer, Saginaw Valley State University (SVSU), offers a 50% tuition reimbursement program to those staff members who wish to further their education in the area of graduate studies, if they enroll in one of SVSU's graduate programs. This offer is only available to teachers who are employed by the district. (6) The school provides multiple avenues for professional growth within the organization that include staff development days, opportunities to travel to SVSU for professional training, and job-embedded staff development through a variety of Professional Learning Community activities that include peer observations, recorded lesson self-reflections, learning walks, professional growth plans, as well as regular data meetings. (7) The district is also pursuing the Applitrack Recruiting, which is a web-based applicant tracking and recruiting system that allows districts to access and review a high volume of qualified candidates for open positions in an efficient manner. Also, under the leadership of the district, the school will employ the following strategies for staff assignment: (1) The district is proposing that the teachers who produce students with the greatest amount of growth in the content areas be assigned to the lowest performing students the following year. (2) The process for reviewing and selecting potential candidates for open positions has been adjusted so that school leaders, in collaboration with the human resources manager, are now looking for new staff members with dual certification, who can provide instruction in key content areas. They have also taken each candidate's level of success in previous districts into consideration when assigning staff members to positions. (3) All candidates who were assigned to a position in the district must meet highly qualified requirements. (4) As an incentive, teachers who are evaluated as highly effective and effective may be given first priority

consideration in selecting their grade level/content assignment for the following school year.

**5. If there is a high turnover rate, what initiatives has the school implemented to attempt to lower the turnover rate of highly qualified teachers?**

The school has implemented the following in an attempt to lower the turnover rate of highly qualified teachers by offering competitive salaries and benefit packages. The school provides teachers with an orientation and mentoring program that supports a successful transition into teaching. Teachers are given opportunities for professional development at no cost. The school's authorizer, Saginaw Valley University, provides teachers with a tuition reduction when attending courses at the university. Finally, staff members are recognized monthly for their outstanding contributions through the Staff of the Month program.

## Component 5: High Quality and Ongoing Professional Development

### 1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

All professional development the staff has received is tied directly with the comprehensive needs assessment and the goals of the school improvement plan. The staff has received training in communicating with parents, center instruction in math and reading, differentiated instructional training, Saxon Math, Step Up to Writing, Blackboard Configuration, and the SIOP model. In addition, staff also received training on Atlas Rubicon and Teachscape.

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

The professional development is sustained and ongoing throughout the school year and over school years as written in the school improvement plan (SIP). The professional development is directly aligned to the goals, objectives, strategies and activities within the SIP. The staff has received training in communicating with parents, center instruction in math and reading, differentiated instructional training, and writer's workshop. In addition to continued training of the fore mentioned professional development; all instructional staff will receive training on SIOP Model, Gradual Release of Responsibility Model, small group/hands on learning, as well as project based instruction. Professional development is held prior to the students return to school and additional professional days are added each month of the school year, including weekly schoolwide staff meetings. Monitoring and staff feedback on initiatives and training also guide the continual professional development.

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

## Component 6: Strategies to Increase Parental Involvement

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

All parents are invited to attend the School Improvement Team meetings, which is communicated through monthly school newsletters in both English and Spanish. In School Improvement Team meetings, participating parents are given opportunities to share their support or concern as SIP initiatives are discussed and developed. Also, parents are asked to participate in the Parent Advisory Committee meetings, which include an annual School Improvement Survey, where parents are asked to provide their ideas on new initiatives the school should consider for further improvement. This information is collected and shared with the School Improvement Team, which is used to make recommendations to strengthen the initiatives of the SIP.

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

PAE ensures parental involvement in implementation of our program through a variety of methods. Parents volunteer to serve as chaperons on each grade level's curriculum based field trip. Also, parents are invited to participate in the school's annual Parent Empowerment Day, which provides them with professional development opportunities in the core content areas to support their student's education at home.

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

Program evaluation is accomplished through the implementation, collection and analysis of parent surveys. Parents are given multiple opportunities to provide their input in terms of evaluation of the schoolwide plan through surveys that are made available through Parent Advisory Committee meetings, as well as end-of-the-school-year surveys. These responses are collected and utilized by the School Improvement Team to assist in evaluating the effectiveness of the components of the schoolwide plan.

Label	Assurance	Response	Comment	Attachment
	4. Does the school have a Title I Parent Involvement policy that addresses how the school carries out the required activities of ESEA Section 1118 (c) through (f)?	Yes		Title I Parent Policy

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

Section 1118(b) School Parental Involvement Policy: Write a school Parental Involvement Policy jointly developed with, and distributed to, parents with children participating in a Title I program. An existing school parental involvement policy may be amended to include the requirements in Section 1118(b)-(h):

This policy was written by PAE Elementary School's school improvement team, in compliance with federal regulations for a Title I schoolwide program. Stakeholders in the creation of this policy included parents, building administration, and the district's parent liaison. Section 1118(c)(1) Parent Involvement: Convene an annual Title I meeting at a convenient time, to which all parents of participating Title I children

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

shall be invited and encouraged to attend, to inform parents of their school's Title I participation under this part and to explain the requirements of the Title I, and the right of the parents to be involved:

Parents will receive an invitation to the annual Title I meeting, which will occur prior to October. Parents who are unable to attend the annual meeting will be provided the opportunity to discuss such topics as those presented at the meeting with the appropriate building- and district level administrators responsible for the Title I program. In addition to providing information about the Title I programs, eligibility requirements, and expected outcomes, the annual meeting will also serve as a venue to solicit parent involvement in Title I and general school programs. Parents will also have the opportunity to provide input on program development, evaluation, and operation. Section 1118(c)(2): Offer flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services related to parental involvement:

PAE Elementary School will provide flexible meeting schedules to meet the needs of parents. This includes offering meetings before, after, and during school hours. Transportation, child care, and/or home visits will provide for these meetings, as needed. Meetings will be publicized through school newsletters, invitation letters, and mass phone calling and electronic messages. Meetings will also be publicized on PAE Elementary School's website. Section 1118(c)(3): Involve parents in the joint planning and design of the school's programs, providing for the adequate representation of parents with children in the Title 1 program:

Parents are encouraged to participate in the Parent Advisory Committee, which makes program recommendations to the school's administration. Parent Advisory Committee Co-chairs will seek to include the voices of all parents, especially those with children in the school's Title 1 programs. Parents will also be asked to fill out annual evaluation surveys to provide direct feedback to the school. Section 1118(c)(4)(A): Provide parents of participating children with timely information about programs under this part: Parents will receive program information on a frequent basis. Program information will be permanently available at the school's front office, as well as during scheduled conferences. Information as to academic progress and course requirements will be available through progress reports, report cards, and through the Zangle Parent Connection. Program updates will be communicated through newsletters, letters from school and district administration. Section 1118(c)(4)(B): Provide parents with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

Parents will be provided with a description and explanation of the curriculum in use at the school, and they will be informed of major change to the curriculum should they occur during the school year. Hard copies of all curriculum documents will be available through the school's principal. Digital copies of the curriculum will be made available upon request. Parents will also receive timely information about the structure, format, and expected proficiency levels for all school-wide assessments. This information will be presented before the administration of the test, when feasible, or as soon as possible thereafter.

Section 1118(c)(4)(C): Provide parents, upon request, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decision relating to the education of their children, and respond to any such suggestions as soon as practicably possible: Parents will have the opportunity to meet regularly with the Parent Advisory Committee to provide suggestions as to the education of their children. Parents will be represented by a member from the Parent Advisory Committee on the school improvement team to interface with school administration and teachers and participate in decisions around the school's Title I educational programs. Parents will also be asked to fill out annual evaluation surveys to provide direct feedback to the school.

To ensure that expectations are clearly established for coordination between parents and PAE Elementary School, parents will sign an annual School-Parent Compact outlining behavior and academic expectations. This compact will be reviewed annually by the school improvement team for potential revision. Parent representatives on the school improvement team will have input into the compact's content. Further, parents who wish to suggest potential revisions but are not on the school improvement team will be provided the opportunity to meet with the building principal or designee to discuss their concerns. Section 1118(d)(2)(A): Address the importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences in elementary schools:

Communication between teachers and parents on an ongoing basis through parent-teacher conferences is important. This is demonstrated through the school's provision of parent-teacher conferences three times annually. Section 1118(d)(2)(B): Address the importance of communication between teachers and parents on an ongoing basis through frequent reports to parents on their children's progress: Given the importance of frequent feedback on each student's achievement and behavior, teachers will regularly inform parents of student progress. Progress reports and report cards will serve as formal marks to indicate progress. Teachers will also maintain up-to-date records that are electronically accessible by parents via the Zangle Parent Connections. Section 1118(d)(2)(C): Address the importance of communication between teachers and parents on an ongoing basis through reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities:

Teachers will be available to meet with parents or otherwise address their concerns and will respond to parents' communications in a timely and professional manner. PAE Elementary School will provide an environment in which parents may visit their student's classrooms to observe the classroom and the learning environment. Parents who wish to volunteer in the school will be provided opportunities to do so.

Section 1118(e)(1) Building Capacity for Involvement: Provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children: PAE Elementary School will host a series of information sessions throughout the year to inform parents of the state's academic content standards and student achievement standards. These sessions will include information about tracking student progress through electronic grade books and ways to interface with teachers to improve the achievement of their children.

Section 1118(e)(2): Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement:

PAE Elementary School will provide supplemental materials to help parents engage their children in the learning process. These materials will be designed to complement the school's curriculum and will be available for parents to use at home. The school will also provide training sessions for parents on strategies to use to help their children in core academic areas. Parents will also have the opportunity to receive training on the use of electronic grade books and other technological media for tracking student progress.

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

The Parent Involvement Committee of the elementary school, which is comprised of parents, parent advisory committee officers, instructional staff members and administrators will meet collectively or individually throughout the school year on a monthly basis or as needed to discuss and evaluate the effectiveness of the parent components of the school wide improvement plan, subsequently evaluating portions of the school's parent involvement policy and plan. The goal is to determine the impact of the program on overall parent engagement as it relates to student achievement. Parents will also be included on other district and school wide decision making committees that impact the overall direction of school wide policies and initiatives, specific to parent involvement. These committees include but are not limited to the School Improvement Team and Parent-Principal Advisory committee. Administrators and administrative support teams will also join parent meetings facilitated by parents.

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

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

The evaluation identified transportation, child care and conflicting work schedules as potential barriers to greater participation by parents in parent involvement activities with particular attention to parents who are economically challenged. Results of this year's evaluation also indicated a greater need for involvement from parents at the educational level specifically in the classroom and during homework time. Many felt that the school is exercising consistent and meaningful two-way communication strategies. However, they cited a need for more frequent opportunities for parents to understand curriculum goals. Parents have indicated parent workshops as a good opportunity to reiterate curriculum goals. The findings of the evaluation to design strategies for more effective parent involvement, specifically in the areas of student learning at home and classroom volunteering. If necessary, revisions related to parent workshops, etc., will be made. The school will also implement strategies to remove the barriers of transportation and child care to promote participation.

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

A design for the compact was suggested to administrators several years ago through various workshops, when becoming a Title I Schoolwide school. The school-parent compact is evaluated and revised, if needed, on an annual basis.

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

Each grade level teacher discusses the school-parent compact with each parent during one of the three yearly parent-teacher conferences. Parents are asked to sign the contract during this meeting. The signed contracts are placed in the student's file.

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

NA-Elementary

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Parent/teacher/student Compact

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

The result of Achievement Network Assessment and Scantron Performance Series test results are given to parents during Parent/Teacher conferences. Parent/Teacher conferences occur three times per year. This allows teachers the opportunity to explain the results of these assessments and answer any questions surrounding the results. In addition, parents are provided an opportunity to have the data interpreted for them in English and/or Spanish. Communications from the school office are also sent home in both English and Spanish, whenever possible.

## **Component 7: Preschool Transition Strategies**

### **1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?**

To ensure a successful transition from preschool programs, the academy's staff communicate with local early childhood program administrators. Communication between school and Head Start staff is planned to discuss the transition of students from their preschool years to Kindergarten, with a particular emphasis on the skills children need in order to be successful at the Kindergarten level. PAE also shares information, community-program opportunities and materials with Head Start.

Beginning in January of each year, a monthly "read-in" sponsored by Kindergarten classrooms including K-students and Pre-K students is planned. Area preschool students, including local established pre-schools, will have opportunities to come spend a day as a kindergartner through the school's Kindergarten Round-Up Day. These relationships facilitate the successful progression of students into a kindergarten environment. In addition, during Parent Empowerment Day (Fall), and Kindergarten Round-up (Spring); parents will be given the opportunities for training and information sessions regarding the skills students will need when entering kindergarten.

The 5th grade students engage in a two-day transition program developed to build up the understanding of the differences between elementary school and middle school expectations. These activities take place in May in an effort to establish a smooth transition into middle school for the 5th grade students. Both elementary and middle school staff are involved in the planning and implementation of this event.

### **2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?**

The school provides opportunities to meet with the Head Start preschool teachers to discuss Common Core Standards. Parents attend our kindergarten round-up open house in the spring with their preschooler, administration and kindergarten teachers share the skills that the preschool children will need when entering kindergarten.

## **Component 8: Teacher Participation in Making Assessment Decisions**

### **1. How do teachers provide their input into the decisions regarding the use of school-based academic assessments?**

Teachers play an active role in the decision-making process of the school. An example of this involvement is their participation as members of the School Improvement Team. This team is directly involved in the process that is responsible for the development of a plan for the school's primary programs and services, including assessment. Opportunities for teachers to review the effectiveness of the school's assessment programs, as well as the effectiveness of the school's use of assessment information, occur within the context of the school's continuous review and updating of its School Improvement Plan. Teachers develop and conduct common assessments three times a year and regularly discuss student performance and adjust curriculum accordingly. Teachers regularly discuss all aspects of academic assessments and the use of assessment results at faculty meetings, grade-level and vertical meetings, and with parents during conferences and general parent meetings.

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

The academy has implemented measures to include teachers in the decisions regarding the use of academic assessments to provide information on, and to improve the achievement of individual students and the overall instructional programs. The entire staff of the school participates in compiling and analyzing data to make determinations in terms of the 40 rubrics associated with the School Process Rubrics. The staff is also asked to participate in further analysis of collected achievement, disciplinary, attendance, and perception data to be considered in the writing of the School Improvement Plan. Upon receiving the results of the Achievement Network assessment, the instructional staff works collaboratively to analyze student's achievement data at the school, grade and classroom levels. Each teacher forms an action plan based on the areas of need in reading and math. Through the implementation of ANET, as well as the process of the instructional learning cycle, which will be in place throughout the entire 2015-2016 school year, our staff will experience regular activities that require them to focus on student achievement data, leading to dialogues about the level of success they have obtained in mastering the established content focus, as well as identifying the students who did not, and creating short term action plans to be implemented in the general education classroom to support their learning through alternative instructional approaches, which will be demonstrated by students' improvement on formative and/or summative assessments that are given along the way.

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

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

The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual students. The expectations are that teachers will attend regular and ongoing biweekly data meetings in the subject areas of math and reading with their grade level teams and instructional coach. As a team with the guidance of the instructional coaches teachers will plan and implement instructional strategies in order to reteach skills that are not yet mastered as identified using data derived from Scantron Performance Series, Scantron Achievement Series and The Achievement Network assessments. Teachers will retest and bring these results to their next data meeting; these short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps. Teachers are expected to discuss data in subjects of reading, math, writing, social studies, and science weekly throughout the school year in their team meetings.

This process is monitored by instructional coaches and principals who attend these meetings to provide support to teachers. Based on the analysis of a variety of data sources, students can be recommended or identified for additional support services, including: summer school, after school tutoring, one-on-one or small group intervention with a highly qualified paraprofessional, or small group instructional with the grade-level Interventionist.

### **2. How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?**

As a team with the guidance of the instructional strategies in order to reteach skills that are not yet mastered as identified using data derived from Scantron Performance Series, Scantron Achievement Series and The Achievement Network assessments. Teachers will retest and bring these results to their next data meeting; these short inquiry cycles to determine whether the instructional practices are succeeding in raising the achievement and closing gaps. Teachers are expected to discuss data in subjects of reading, math, writing, social studies, and science weekly throughout the school year in their team meetings.

This process is monitored by instructional coaches and principals who attend these meetings to provide support to teachers. his process will lead to the implementation of a teaching and learning strategy is the implementation of a multi-tieredsystem of support (MTSoS) that includes a clearly defined intervention system utilizing Interventionist and Renaissance Learning software package. Renaissance Learning provides an interactive experience, including assessments and curriculum, for our Tier III, ESL, and special education students who are struggling in the content areas of English Language Arts and Mathematics. This instructional program will ensure that all our students receive high-quality instruction that will lead all our students to academic success. This progression will be a muti-tiered process involving the use of standardized results and our Student Achievement Team that consists of classroom teacher, interventionist, and instructional coach. Tier I general classroom Instruction with differentiated instruction delivered by classroom teachers. Scantron Performance, Scantron Achievement, and formative data will be used to identify students and monitor their progress. Tier II builds upon Tier I instruction, using strategic, evidencebased intervention supports, delivered in small groups within the general education classroom with support Teachers will be involved in data meeting action plans general education teachers will seek the support of the interventionist for strategies to employ in the classroom. Tier III uses intensive, evidence-based interventions, provided to individuals or in very small groups; delivered by interventionist.

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

These students will be referred by Student Achievement Team where interventionist will provide intensive instruction in a small group setting or one on one. The interventionist will incorporate web based remediation materials and assessments in math and reading. Students in Tier II may also receive one-on-one or small group instruction through a highly qualified paraprofessional. In addition, students who are struggling to master the State's academic achievement standards may also be recommend to attend summer and/or are eligible to participate in the free after school tutoring program.

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

Students individual needs are being addressed in the classroom through the the following ways:

1. Center-based and small group instruction
2. Project-based learning and hands-on learning experiences
3. Use of technology (listening centers, Study Island, Renaissance Learning, etc)
4. Highly qualified paraprofessionals to provide one-on-one or small group instruction
5. Highly qualified ESL paraprofessionals to provide additional support to EL students in the classroom
- 6 . Teachers trained in Shelter Observational Instructional Protocol instructional strategies

## **Component 10: Coordination and Integration of Federal, State and Local Programs and Resources**

### **1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.**

The principal meets with the Director of Categorical Programs and Compliance to review all available title i funds and the assignment of those funds to supplemental services as determined determined in the CNA. The academy ensures that all federal, state, and local funds are focused on the goals, strategies, and action activities defined in the SIP and are directly related to the comprehensive needs assessment. Title I funds are used to support school wide initiatives through paraprofessionals, instructional coaches, home-school liaison, parent liaison, professional development, teacher collaboration time, Study Island, after school tutoring, and summer school. Title 1 funds were also used to purchase equipment and software to support our Multi-tiered System of Support. These materials were laptops and Renaissance Learning software package. The Achievement Network which provide benchmark assessments based on the Common Core State Standards and data coaching was also provided through Title 1 funds. Title IIA funds are utilized to provide professional development opportunities for both teachers and administrators. Title III funds are and will be used to provide training and substitutes for teachers on the SIOP Model for working with our ELL population. Also, Title III funds were used to purchase materials to support the SIOP model. Furthermore, a number of English Language workshops for parents were supported by these funds. Section 31A funds are used to support our ESL paraprofessionals, interventionist, and security personnel.

In addition to State and Federal funding a variety of other resources are used to coordinate with to help toward the acheivement of the school wide goals:

- \*Frances Young International Consultants
- \*Saginaw Valley State University (SVSU)
- \*Oakland University
- \*Hispanic outreach
- \*Oakland Livingston Human Services Association (OLHSA)
- \*Junior Achievement
- \*Kiwanis Club
- \*Bloomfield Optimist Club

### **2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.**

The following grants will be consolidated in the School-wide Program:

- \*Title I Part A (assisting basic programs)
- \*Title II (professional development)
- \*Title III (ESL)

Section 31A

### **3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs,**

## Priority School Improvement Plan

Pontiac Academy for Excellence - Elementary

---

**housing programs, Head Start, adult education, vocational and technical education, and job training.**

These grants will be implemented in the following ways:

\*Title I will assist low performing and at-risk students to achieve at or above state standards through supplementing basic programs.

\*Title II will be used for professional development.

\*Title III will be used to enhance the district ESL program and meet compliance requirements set forth by the Federal Government and Michigan Department of Education.

1. Comprehensive Needs Assessment - general funds
2. Schoolwide Reform
  - a. General Funds
  - b. Title I Materials
  - c. Title II - professional development
3. Instruction by Highly Qualified Teachers
  - a. General Funds
4. Attract Highly Qualified Staff
  - a. General Funds
  - b. Title I
  - c. Title II A (professional development)
5. HQ PD
  - a. General Funds
  - b. Title I
  - c. Title II
  - d. Title III
6. Parent Involvement
  - a. General Funds
  - b. Title I -Parent Liaison, parent events and materials
  - c. Title III - parent meeting, parent literacy classes
7. Preschool Transition
  - a. General Funds
8. Assessment Decisions
  - a. General Funds
  - b. Title I - Study Island and Renaissance Learning
9. Timely Additional
  - a. General Funds
  - b. Title I: After School Tutoring, summer school, Paraprofessionals, Instructional Coaches
  - c. Title III After School Tutoring - ESL Paraprofessional, Interventionist

## **Evaluation:**

### **1. Describe how the school evaluates, at least annually, the implementation of the schoolwide program.**

The SIT team uses the Program Evaluation tool provided through the MDE to assist in evaluating programs. Through using assessment data, staff, parent and student survey results and program survey results, the SIT collects the data to evaluate the effectiveness of the program. Based on the results of the program evaluation, the SIT determines how to proceed with the initiative. These program evaluations are completed in the spring of each before to guide in the development of the School Improvement Plan.

### **2. Describe how the school evaluates the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement.**

The school evaluates the implementation of, and the results achieved by, the School Improvement Plan by conducting an intensive study of the school's Scantron Performance Series data and Achievement Network assessment data during professional development days and data meetings. During this time, the staff identifies areas of need at the classroom, grade level and school levels. This information is compared to the goals, objectives, strategies and activities of the School Improvement Plan to determine progress in any particular area. Also, the staff participates in a comprehensive School Improvement Plan initiatives survey, in which they provide anonymous feedback pertaining to each of the initiatives established in the plan.

### **3. Describe how the school determines whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards.**

The results of the School Improvement Plan surveys, in addition to the study of item analysis on the Scantron Performance Series, Scantron Achievement Series and The Achievement Network data, are used to determine the effectiveness of the initiatives set forth by the School Improvement Plan with regards to the success of all learners. Furthermore, grade level subcommittees use this information to meet bi-weekly to discuss alternative methods of instruction, primarily by utilizing the materials made available by the School Improvement Plan. Students who are at the lower end of achievement for specific content expectations are the focus of these meetings, and their progress is closely monitored for progress by members of the School Improvement Team, in addition to classroom teachers each year.

### **4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?**

Areas that are identified as targeted areas for instruction school wide by the School Improvement Team are revisited annually at School Improvement Team meetings through the analysis of the results of the School Improvement Plan Initiatives evaluation survey, as well as the state and local assessments. The SIT use the MDE Evaluation Tool to evaluate goals and initiatives in the SIP. The content areas that have improved are phased out of the plan, however are still monitored for progress. Those content areas that have not shown significant improvement remain a part of the school improvement plan, though with supplemental activities written into it to further enhance the quality of education of those particular areas, with the sole purpose of improving student performance of these skills.

**Priority School Improvement Plan**

Pontiac Academy for Excellence - Elementary

---