



Turnaround Redesign Diagnostic

Pontiac Academy for Excellence - Elementary

Pontiac Academy for Excellence

Ms. Denise Connelly, Principal
196 CESAR E CHAVEZ AVE
PONTIAC, MI 48342-1094

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Introduction

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

PART A: REFORM TEAM PERSONNEL

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

Denise Connelly	Principal	(connellyd@pontiacacademy.org)
Elizabeth Manzo	Assistant Principal	(manzoe@pontiacacademy.org)
Erica Allen	3-5 Instructional Coach	(allene@pontiacacademy.org)
Troy Bartlett	2-3 Interventionist	(bartlett@pontiacacademy.org)
Lois Connelly	K-2 Instructional Coach	(connellyl@pontiacacademy.org)
Shane Gowdy	K-1 Interventionist	(gowdys@pontiacacademy.org)
Leah Howington	Sp Education Teacher	(howingtonl@pontiacacademy.org)
Brooke Moruzzi	5th Grade Teacher	(maruzzib@pontiacacademy.org)
Crystal Phillips	4-5 Interventionist	(phillipsc@pontiacacademy.org)
Elmira Robinson	Parent/Community Member	(firstputJesus@hotmail.com)
Cecelia Wiar	Site-Based SIF	(riverboatdrive@msn.com)

PART B: TEACHING AND LEARNING PRIORITIES

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

The three "big ideas" for the Pontiac Academy for Excellence Elementary School reform/redesign plan that are intended to change teaching and learning in ways to promote student growth are as follows:

- 1.) Curriculum Alignment
- 2.) Multi-tiered Systems of Support (MTSoS)
- 3.) Culture and Climate

State what data were used to identify these ideas

The school data that was used to identify these three ideas were MEAP test data, report cards, student attendance, demographic data, perception data, student referrals/suspensions and staff evaluations.

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

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

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

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

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

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

Through a review of the newly-selected building leader's resume, and the facilitation of an interview with her, the district identified Denise Connelly as possessing all 5 Turnaround Competencies through a review of her resume, and responses to interview questions.

Identify and focus on early wins and big payoffs

The new principal identified facilitation of Professional Learning Communities and Instructional Learning Cycles in her past experience.

These practices allowed grade level teams to identify areas of concern, to collaborate and analyze data, to strategize and plan for student progress in order to drive instruction throughout the year. The staff saw early wins and provided adjustments and modifications along the way. It also allowed for the teacher team to strive towards identified goals throughout the year.

Break organizational norms

Principal Connelly has experienced and led changing the culture and climate in her previous school. This was done by reviewing best practices with staff and providing professional development designed to meet the individual needs of staff. Finally, this administrator introduced the research and framework of Charlotte Danielson to her staff, which was a significant change to the organizational norms.

Act quickly in a fast cycle

At her previous school, Ms. Connelly stressed the importance of first having a plan and knowing the direction in which the school should move. She identified a leadership team, met with them, shared her vision and expectations, and shared their responsibilities as part of the team. She met with her staff and shared the same information with them. She conducted daily walkthroughs to monitor to ensure staff is on target and she provided immediate feedback. She visited grade level meetings, reviewed lesson plans and common assessment data. She directed her instructional coaches and intervention teachers to provide ongoing support to staff and students. Because it provided immediate feedback that allowed each teacher to modify or enhance his/her instruction, she cited the use of walkthroughs as one of the most effective tools. Because of these practices, students who needed additional support were identified early, as were teachers who struggled. She saw to it that these teachers were provided assistance from the coaches, mentors and PD was provided in the areas of concern.

Collect and analyze data

Principal Connelly has collected and analyzed the four types of data for student achievement and program evaluation. She noted example of collecting data through student achievement. She monitored whether attending the tutoring program, working with instructional coaches, or mentors had any effect on the academic performance in the classroom and formative and summative assessments. She has collected data

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to monitor students' progress in her school's Response to Intervention (RtI) Tier II and Tier III programs. She has also collected data before holding retention conferences at the end of the year to identify all potential students up for retention in their current grade level.

Galvanize staff around big ideas

The principal first addressed this by stating her commitment and understanding to the importance of being honest. She lets staff members know that they as a team were not where they should be and what they had been doing is not working. This administrator is a practitioner of "showing them the evidence; the DATA!" She shared the plan and lets them know that they were a team, and that it would take everyone working together to achieve their goal. She answers any questions or concerns staff may have and reassured them collaboratively, these massive undertakings could be done. She stressed the importance that the staff must know the important role that they have in the success of the students and that she was a to support them.

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

Leadership capacity will be built in the area of Curriculum Alignment through job-embedded professional development in weekly principal meetings, bi-weekly district administrative team meetings, where guidance will be given to the school leaders on the steps needed to assure that the curriculum of the schools and district is not only aligned to the Common Core State Standards, but is one that is viable, as well, and will yield rapid improvements in student achievement. Effective August of 2013, the district's curriculum resources have been aligned in the content areas of writing and mathematics. Initial training will take place to provide school leaders and classroom teachers with the skills and strategies needed to implement these resources. During the 3-week August professional development time, staff members received training on Curriculum Crafter and Step Up to Writing; they will receive training on the Saxon Math program on September 23, 2013. All of the aforementioned curriculum resources have been purchased to support rapid turnaround, and have been delivered to teachers.

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

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

In order to obtain an early win, the district began to build leadership capacity within its principals and staff members in the area of Culture and

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

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

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

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and Administrator Evaluation. (Narrative)

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

2.A.1 Upon receiving notice of the school's status of a priority school in July of 2013, the principal of the school, as well as 54% of the staff were immediately replaced, prior to the start of the 2013-2014 school year. Due to the fact that only a minor weight of the previous teacher evaluation instrument was connected to student achievement growth, this instrument led to inflated teacher effectiveness ratings. After reviewing the school's results on the state assessment in 2013-2014, the School Board requested that a greater percentage of the teacher evaluation instrument be tied directly to student achievement growth. The district leadership met to review the evaluation process and instrument. The process for evaluating this instrument was based on the low performance of the school compared to quantity of teachers who received effectiveness ratings of "highly effective" and "effective." The district leadership made the decision to create a new evaluation process, and to dedicate a much more significant weight to the student achievement growth component, with other components including assessments of the teacher's planning and preparation, classroom environment, instructional practice, and professionalism, integrated into it. During the 2013-2014 school year, a new teacher evaluation instrument will be developed. The development of this process has included the input from the staff with regards to what information should make up the components of the evaluation, from a survey that was conducted in September of 2013. This survey presented the staff with up-front communication that a weight of 40% of the overall teacher evaluation will be directly tied to student achievement in 2013-2014, and 50% in 2014-2015, which are non-negotiables.

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2.A.1 The evaluation will include aspects related to professional learning, planning and preparation, professionalism, and formal observation ratings, which is in alignment with the responses of the staff on the survey. The initial process of training will be conducted at the district and school leadership levels, focusing on Charlotte Danielson's Four Domains of Effective Teaching. School administrators will be trained on each of the domains and the multiple components within each. Collaboratively, district and school leaders will take this knowledge and apply it to the classroom setting in a series of co-walk observations, including debriefing discussions about what evidence was observed in the classroom, in an effort to guide evaluators away from the concept of utilizing opinion and interpretation of what is taking place during a lesson of instruction, and moving in the direction of citing evidence of what is observed in the classroom during the observation. This practice will contribute to the development of common "look-fors" which will be implemented across the district in these observations. Once the leadership training has been completed, the school leaders will take on the responsibility of training their instructional staff members on Danielson's Domains. This will give teachers the understanding of the evaluation's observation component expectations that they will need. Once the evaluation instrument has been developed, all staff will be trained on the evaluation process at a staff meeting. While the evaluation instrument does not require approval from the School Board, the evaluation process will be presented at a School Board meeting, which is open to students, parents, and the public for informational purposes. Within the evaluation instrument, there will be clearly-defined criteria or "look-fors" that will determine each teacher's rating as it relates to the components of Danielson's Domains 2 and 3. The tentative timeline for evaluation exercises includes classroom walkthroughs for support being conducted throughout the school year, formal observation I taking place in January 2014, formal observation II taking place in May 2014, and final evaluation meetings taking place in June 2014. The development of the new teacher evaluation tool will also include an embedded professional learning library, provided in each teacher's Teachscape account, consisting of videos and courses that are focused on Danielson's Domain Components. Teachers who are performing at low levels in any of the domain components will be assigned these professional learning activities, and will also receive direct support from an Instructional Coach, as well as building administrators, as part of their support and continued growth as professionals. We will continue to monitor guidance from the Michigan Department of Education regarding teacher evaluation instrument requirements.

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

MEAP (Teachers of Grades 3-5)

1. Students have maintained proficiency on the MEAP, and have not declined in their performance level (e.g. 2L to 2L meets the expectation, 2H to 2M does not).
2. Students who are not proficient on the MEAP have improved by at least one performance level (e.g. 3L to 3M) on the content-specific assessment.

Scantron Performance Series (Teachers of Grades K-5)

Students have reached or exceeded their growth target, as identified by Scantron in their content-based assessments, which are aligned to the CCSS.

Scantron Achievement Series Common Assessments/Achievement Network Common Assessments (All Teachers)

Students have obtained a score of 85% or more on the post-test or benchmark assessment for the marking period, or have improved their score on the post-test by at least 50%, when compared to their score on the marking period pre-test.

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

The district is currently in the process of collaboratively designing a new evaluation protocol for school administrators, as well. This

evaluation instrument will mirror the standards of student performance represented on the teacher evaluation instrument, as well as other measures of effectiveness. Our goal is to have the instrument developed and approved by January 2014.

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

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

2.B.1 Overall, 54% of the entire staff was either released or reassigned for the 2013-2014 school year. Focusing on overall evaluation points accrued, with the heaviest emphasis on student achievement growth, staff members were either identified for contract renewal or non-contract renewal. The staff members who were retained for the 2013-2014 school year were those who were on the higher end of teacher evaluation scores, with an emphasis on student achievement, for the 2012-2013 school year. The staff member whose contracts were not renewed fell in the lower end of teacher evaluation scores for the 2012-2013 school year. Fifteen new teachers were hired. 73% of the positions that were filled were in grades 2-5: the rationale for this strategy was to strengthen the alignment between instruction and state standards. In order to address the school's low achievement scores in English Language Arts, Math, Science, and Social Studies, 33% of the new teachers hired had an English Language Arts endorsement, 13% had a Math endorsement, 13% had a Social Studies endorsement, and 20% had a Science endorsement on their teaching certificates. To meet the academic needs of the students and the demographics of the community, 100% of the newly hired teachers had previous experience in an urban school setting, working with students living in poverty. 53% of the newly hired teachers had more than 3 years of teaching experience.

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

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

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

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

3.A.1/3.A.2 The district's recruitment strategy includes a team of district and school administrators participating in a number of universities within the state for their annual teacher fair events. At these events the district and school leaders meet with a number of potential candidates who are seeking teaching positions, and collect the resumes of all candidates with whom they meet. All prospective employees are informed that the open positions within the district are posted on the district's website, www.pontiacacademy.org, and to check this website often as historically, positions fill quickly. Prospective candidates also utilize the website to email their resume, application, etc. into the district. The process followed upon returning to campus includes a thorough review of the resumes, and identifying candidates that meet the needs of the students. Selection is based on content area specialization (focusing on content areas that are among the lowest-performing in the school), years of experience in an urban setting, working with students living in poverty, as well as experience with

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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.

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

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

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

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

Goal 1:

All students at Pontiac Academy for Excellence Elementary School will increase their ability to understand and apply mathematical concepts.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in fluency of basic operations in Mathematics by 06/19/2015 as measured by the MEAP .

Strategy1:

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

Research Cited: Lazarin, Melissa. (2008). A Race Against the Clock. Washington, D.C. Center for American Progress.

Short, D. & Fitzsimmons, S. (2007). Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Washington: Alliance for Excellent Education.

Activity - SIOP Training	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
All instructional staff will receive a four-day training on implementing SIOP strategies with English Learners in the classroom.	Professional Learning			08/28/2013	01/31/2014	\$525 - Title III	ESL Coordinator, Principal

Narrative:

Pontiac Academy for Excellence Elementary provides staff with ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school. The professional development is directly linked with the school's Big Ideas (Curriculum Alignment, Multi-tiered System of Support (MTSoS) and Culture and Climate) and expectations for using PD in the classroom which was included in the training and monitoring of staff. Staff will be provided feedback and ongoing training throughout the Reform plan in order to be successful.

Professional development includes training of activities as outlined within the school improvement plan. The professional development being

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implemented this fall as part of our redesign/reform plan will include training in several new "high quality" programs that have been adopted throughout the district K-12. Participation in the ongoing PD will increase the will to engage in ongoing professional learning, provide useful content to be applied in the classroom, a change in attitudes regarding new strategies and processes and a newfound desire and commitment towards educating our students.

4A.6

Research shows that In order to monitor the implementation and progress of student growth, Professional Learning Communities (PLC) was established in 2013-2014. The PLC will provide opportunities for staff to come together to analyze student work. Teachers will analyze student work through weekly analysis by the classroom teachers during grade level meetings. A professional development calendar will be created to reflect every first and third week of the month; meetings will be devoted to data analysis of math and reading. The second and fourth week will be devoted to professional development. In addition all grade levels hold weekly grade level meetings where analysis of data and instructional practices occur in all core subject areas; these meetings are attended by instructional coaches. This process will be monitored through minutes of these meetings, teacher's lesson plans, and instructional walkthroughs in order to monitor the impact of professional learning on the instructional process connected through job embedded practices leading to student academic achievement. Further analysis of student work will be addressed the following ways:

1. Scantron Performance Series Data: students will be assessed 3 times throughout the year. Once the data is received by the teacher it's analyzed and students are placed into small groups based on their need(s) and personalized work is completed during school, in after school tutoring or as homework. Individual goals will be set per student. Completed goal form is used to monitor student's progress. Completed goal forms will be given to school leader quarterly.
2. Achievement Network Series (ANet): Assessments for the Achievement Network will be administered four times a year. At quarterly ANet data is reviewed by content area teams in data meetings. Based on outcomes from data analysis using the learning cycle to measure the effectiveness of instruction and make subsequent instructional decisions. Re-teaching strategies will be decided at each data meeting as well as individualized goals. A copy of the strategies & re-teaching plan is provided to the Principal.
3. Common Assessments will be administered for all subjects K-1, grades 2-5 will administer common assessments in science and social studies. Scantron Achievement series will be used to create and score these assessments. Grades 2-5 will use the Achievement Network scores in reading and math. All staff will take place in scoring and have dialogue for improvement.
4. Renaissance Learning will be used in the future to identify and assist Tier III students. The assessments contained within this tool will be used for purposes of entrance and exit as well as planning as well as targeted assistance for students who qualify.
5. The Blackboard Configuration, developed by Dr. Lorraine Monroe at the Frederick Douglass Academy in New York City and implemented in every class by teachers, is designed to ensure that classes are focused and well-organized. As part of the BBC, the following items are on each whiteboard at the beginning of every class. The following components will be on the whiteboard for each subject: the objective, agenda, a do now, and homework.

4A.7

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

4A.8

Our instructional program is centered on pacing guides, based on the Michigan Department of Education (MDE) cross-walk document in the core content areas and non-core content areas, which assures horizontal and vertical alignment.

Curriculum Alignment

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- **Step-up to Writing:** Step Up to Writing is a District-Wide writing initiative. This was the first session in a series that will be provided at least three times this school year and will be followed up annually. Administration and instructional coaches also attended the training. Instructional Coach will monitor this program by observing classrooms as part of the Teachscape walkthrough process to ensure expected strategies being implemented. The Instructional Coach may also model strategies for teachers. Teachers will communicate with the trainer as well as have the support of administration and Instructional Coaches will monitor and support staff to ensure effective delivery of this program in the classroom.

- **Saxon Math:** All staff will receive ongoing training in the Saxon Math Program that has been adopted K-12 to provide curriculum alignment throughout the district; administration and instructional coaches attended this training in order to provide continued support and monitoring of instruction. This program provides horizontal alignment and is aligned with Common Core Standards. The first training session was September 23, 2013. Further training on Saxon Math will be scheduled throughout the 2013-2014 school year.

The elementary school integrates the Treasures Reading program for reading instruction; the returning staff and instructional coach, as well as the assistant principal have provided support to our new staff in use of these materials. Training for the center based approach that is embedded in this program will be done throughout the year for new staff as well as returning instructional staff. The teachers are implementing the Common Core Standards in reading with more of an emphasis on informational text. The Treasure Reading program follows the guidelines set by the common core; the program provides an equal number of informational text and literary text which increases in text complexity as you move through the program at each grade level. The program includes social studies and science informational text and center materials cross-curricular activities within reading with these two subjects. Teachers are also using the same standards for informational text in their social studies and science periods to address the student's difficulty in comprehension of social studies and science materials. Administration as well as the instructional coaches will provide support to teachers to ensure the fidelity of the reading program through walkthroughs, formal observations and modeling best practices.

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

- **SIOP (Sheltered Instruction Observation Protocol) :** To support Tier I and Tier II interventions for English Language Learners, four days of initial professional development will be provided throughout the 2013-2014 school year. Two sessions have already occurred one in August and one in November. The other two dates are currently scheduled for December 2013 and March 2014. This training provides strategies for staff to use with English Language Learners in the classroom and monitoring of implementation to determine support for individual teachers. Staff received key information on how to provide sheltered instruction. They were given the eight components of the SIOP Model. The eight components are: Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery and Review & Assessment. Building leaders will monitor the fidelity of classroom implementation of SIOP instructional strategies to determine the level of support needed by individual teachers to ensure maximize learning of our English Language Learners.

-**Renaissance Learning:** To support Tier III students, this District-wide initiative provides intervention program focused on entrance/exit assessments for Reading and Math, Successful Reader, Accelerated Math, Progress Monitoring as well as parent progress reports for our Tier III students will be provided by Intervention Coordinators and Paraprofessionals who work with them.

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

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

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

Culture and Climate

-Capturing Kids' Hearts (CKH): In August 2013, all staff participated in a research based three day off site learning experience that allowed administrators and staff to build positive, productive, trusting relationships. All staff is expected to create safe and respectful learning environments, using the strategies within this program. This training is a powerful tool that will change the culture and climate at Pontiac Academy for Excellence. Staff will use techniques identified in the training that they have learned to deal with behavioral issues, build productive relationships with students and colleagues and develop self-managing classrooms. The Principal, Assistant Principals, and Instructional Coaches 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.

Professional Learning Implementation Calendar

2013 -2014 Implementation of Instructional Programs

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

Curriculum

Professional Development: Treasures Reading Program

Timeline: Initiate Fall 2013; ongoing through Fall 2017

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

Professional Development: Step Up to Writing

Timeline: Initiate Fall 2013; ongoing through Fall 2017

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

Professional Development: Saxon Math

Timeline: Initiate Fall 2013; ongoing through Fall 2017

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

Professional Development: Social Studies

Timeline: Initiate Fall 2014-2015; ongoing through Fall 2017

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

Professional Development: Science

Timeline: Initiate Fall 2016-2017; ongoing through Fall 2017

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

Intervention Programs

Professional Development: SIOP (Sheltered Instruction Observation Protocol)

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Timeline: Initiate Fall 2013; ongoing through Fall 2017

Staff responsible: Principal, staff and ESL coordinator

Professional Development: Renaissance Learning

Timeline: Initiate Winter 2014; ongoing Fall 2017

Staff responsible: Principal, Intervention Teachers and paraprofessionals

Assessments

Professional Development: Achievement Network

Timeline: Initiate Fall 2013; ongoing through Fall 2017

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

Professional Development: Scantron Performance Series

Timeline: Initiate Fall 2013; ongoing Fall 2017

Staff responsible: Principal, staff and external consultants

Professional Development: Teachscape

Timeline: Initiate Fall 2013; ongoing Fall 2017

Staff responsible: Principal, staff and external consultants

Professional Development: Curriculum Crafter

Timeline: Initiate Fall 2013; ongoing through Fall 2017

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

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

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

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

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

In the event that the plan does not result in making rapid performance turnaround, it will be incumbent upon the Turnaround Leader to work

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with the building principal, as well as with the School Support Team (SST) to make any and all revisions needed to assure that the plan produces results that reflect a rapid turnaround.

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

October 2013

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

November 2013

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

January 2014

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

May 2014

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

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

5B. Operational Flexibility

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

Denise Connelly, Principal, connelyd@pontiacacademy.org

Elizabeth Manzo, Assistant Principal, manzoe@pontiacacademy.org

Lois Connelly, K-2 Instructional Coach, connellyl@pontiacacademy.org

Erica Allen, 3-5 Instructional Coach, allene@pontiacacademy.org

Shane Gowdy, K-1 Interventionist, gowdys@pontiacacademy.org

Troy Bartlett, 2-3 Interventionist, bartlett@pontiacacademy.org

Crystal Phillips, 4-5 Interventionist, phillipsc@pontiacacademy.org

Leah Howington, Special Education Teacher, howingtonl@pontiacacademy.org

Glenn Campbell, District ESL Coordinator, campbellg@pontiacacademy.org

Brooke Moruzzi, 5th Grade Teacher, moruzzib@pontiacacademy.org

Elmira Robinson, Parent, firstputjesus@hotmail.com

Cecelia Wiar, Site-based Facilitator, riverboatdrive@msn.com

5.B.1 Through a process of collaboration within this team, as well as with the school's stakeholders including parents, staff, and students, the school will have autonomy over its Title I expenditures.

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

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

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

Goal 1:

All students at Pontiac Academy for Excellence Elementary School will increase their ability to understand and apply mathematical concepts.

Measurable Objective 1:

30% of All Students will demonstrate a proficiency in fluency of basic operations in Mathematics by 06/19/2015 as measured by the MEAP .

Strategy1:

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

Research Cited: Lazarin, Melissa. (2008). A Race Against the Clock. Washington, D.C. Center for American Progress.

Short, D. & Fitzsimmons, S. (2007). Double the Work: Challenges and Solutions to Acquiring Language and Academic Literacy for Adolescent English Language Learners. Washington: Alliance for Excellent Education.

Activity - SIOP Instructional Monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Elementary Building Administrators will conduct walk-throughs focused on SIOP instructional strategies identified as essential for successful implementation. Building Administrators and ESL Coordinator will identify a list of essential "looks fors" for successful implementation. Substitutes will be hired for the ESL Coordinator to conduct walk-throughs. (Resources: substitute teachers)	Monitor			11/01/2013	05/30/2014	\$135 - General Fund	Principal, Assistant Principal

Narrative:

The School Reform Team is made up of many new staff members due to the district's decision to implement the Turnaround Plan. The elementary staff is now lead by a new principal and 50% of the staff has been replaced. The team is new to the information that was gathered last year and reported by last year's staff. The School Reform Team initiated their search for instructional programs through a Data Dialogue process that included the analysis of four types of data: MEAP achievement data, SPR 40 process data, perception data and demographic data. The analysis the SPR 40 was conducted by the entire elementary staff as part of a one day professional development. The staff was broken into groups for analysis of data. The groups reported out to the entire staff with evidence of rating for each indicator. The staff then conducted a "museum walk" where they were allowed to add additional information. The school improvement team then took

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this information and added any additional information including changing of rating if needed prior to completion of the SPR 40. Data analysis of teacher assessments including common assessments were done biweekly in the area of math and reading with the guidance of intervention coordinators; moving forward this will continue under the direction of the elementary instructional coaches and writing will be included. This information is also tracked by the teachers on tracking forms and is overseen by administration as well as members of the multi-tiered support system. MEAP data was analyzed as soon as it was released to schools and was done at the individual student level by the classroom teacher, also at the classroom level; item analysis was done at the grade level, this will continue when the 2013 MEAP data is released. Teachers who are instructing grades 2-5 as well as members of the team that provided additional support (interventionist, instructional coaches, and administration) is a part of this process. Achievement Network data will be used in these grade levels in the areas of math and reading. Achievement Network includes a staff development facilitator that works alongside school leadership teams to strengthen schoolwide practice and culture of using learning standards and achievement data to get breakthrough results. Teachers will use this data in moving forward to adjust their instruction to ensure areas of weakness are revisited and or pacing guides are adjusted to meet the needs of the students prior to the next MEAP testing. Last year the entire staff was presented with the data from MEAP and discussions were held to get the input from all stakeholders as to causes, gaps, and solutions to these. In the past the school as well as the district has utilized Scantron Performance Series as an additional standardized assessment; last year the district made the decision to incorporate NWEA in place of Scantron Performance. The schools infrastructure however was not equipped to handle the demand of the NWEA resulting in elementary students not receiving their first exam until late May after new computers were purchased. In place of the NWEA students took pre and posttests using Scantron Achievement created by classroom teachers in grades K-5. Scantron Achievement Series is a powerful web-based district-wide assessment that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports, giving administrators and teachers the data they need to monitor student progress and guide instruction. Beginning in the 2013-2014 school year the district has purchased Scantron Performance Assessment. Scantron Performance Series is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students, across a range of subjects that correspond with the specific standards, which provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. This standardized test will be given three times per year beginning in September. This data will be analyzed to identify students who may need additional interventions (MTSoS) as well as to create individualized learning plans to meet the needs of all students. Interventionists will also utilize the Renaissance Learning (Star Reader and Star Math) assessments to track their progress of students who were identified previously through the Scantron Performance assessment. 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. The Scantron Performance assessment will be given again in January in order to track gains made by individual students as well as classroom progress. The final assessment will be given in late May through early June. Staff is given time to analyze data and make adjustments to their planning in order to ensure that all students experience gains.

6A.3

The Data Dialogues resulted in the identification of systemic areas of concern reflected in five-year student achievement trend data. This available data indicates that student proficiency lags significantly behind statewide averages across all subject areas associated with Michigan Education Assessment Program.

Student Learning Data

- 3rd grade males scored higher than females in math with 46.2% scoring proficient compared to 24.5% on the 2012 MEAP assessment, causing a 21.7 gap between females and males.
- 3rd grade males scored higher on the reading portion of the 2012 MEAP, scoring 50% proficient compared to females who scored 40%, causing a 10% gap between females and males.
- ELL students scored 45.5% proficient on math compared to Hispanics who scored 35% proficient, but only slightly higher than African Americans score of 42% proficient.
- This was especially true in the areas of mathematics, writing and science in grades 4 and 5 with scores no higher than the low teens.
- English language learners achieved 0% proficiency on MEAP mathematics in all grades as well as in 5th grade science.

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- This trend resulted in an 11% decrease in 4th grade reading when compared to the previous 2011 MEAP and a 2% decrease in fifth grade reading.
- The school also saw decreases in 4th and 5th grade mathematics from previous years.
- There was an 11% decrease in 4th grade writing. 11.2% of 4th graders were proficient on the 2012 MEAP in the subject of writing.
- 5.7% of 4th grade males were proficient on the writing portion of the 2012 MEAP.
- 6.3% of 4th grade ELL students were proficient on the writing portion of the 2012 MEAP.
- Students with disabilities also exhibited similar decreases in these same grades and subjects.
- Pontiac Academy of Excellence 1% ranking in the Top to Bottom Ranking is a result of following Z scores of -1.58 in math, -1.98 in reading, -1.8 in writing, -2.2 in social studies, and -1.14 in science, that have lead the school to be given the status of a Priority School.
- Student grades were inconsistent with MEAP Data.
- Scantron Achievement Series Scores Averages were well above MEAP scores in 2012. Kindergarten and first grade averaged in the low 80% in both math and reading. Second and third grade average scores were in the mid to high 70% range in both reading and math. Fourth and fifth grades averaged in the low 70% in math and reading in 2012.

Perception Data Collected Through Surveys

- Perception data from parents, teachers, and students did not align with the reality of the data from MEAP and Scantron Performance testing results in the past few years.
- Parents and students reported no concerns with the education being provided.
- Staff rated their ability high in surveys done throughout the school year.
- The average number of monthly referrals per teacher during the 2012-2013 school year averaged 2.3.
- Referrals lead to either in school or out of school suspensions causing students to miss instruction.

Program Data

- 90 minutes of instruction for math and reading are done daily
- 60 minutes of writing instruction is done daily
- Social Studies and Science were done in 40 minute blocks every other day in 2012-2012.

Additional demographic data identified classroom culture and management along with significant school attendance problems as significant factors to address in the selection and implementation of instructional programs. The average number of monthly referrals per teacher during the 2012-2013 school year averaged 2.3. Referrals lead to either in school or out of school suspensions causing students to miss instruction. Perception data from parents, teachers, and students did not align with the reality of the data from MEAP and Scantron Performance testing results in the past few years. Parents and students reported no concerns with the education being provided and staff rated their ability high in surveys done throughout the school year. Underlying causes contributing to the gap between the academic proficiency demonstrated by the students of Pontiac Academy for Excellence and performance standards are as follows:

1. There was a lack of a sufficient Multi-tiered System of Support in place within the school.
2. The curriculum resources were not aligned throughout the district causing a gap as students left the elementary and entered sixth grade.
3. The climate and culture had become a concern due to the number of referrals and suspension, the lack of parental support, as well as teachers not being equipped with the proper tools to eradicate such an environment from their own classrooms.
4. There was a lack of consistent monitoring to ensure that instructional expectations and programs put in place were being adhered to and or properly carried out by the instructional staff.
5. There was finally not an alignment between standardized assessment results and teacher created assessment results

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

The district has purchased a new writing program, Step Up to Writing, in order to address the deficits in writing as seen on the fourth grade

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

The use of Curriculum Crafter will be integrated district-wide K-12. Curriculum Crafter is an on-line tool was created by the Kent County Intermediate School District this full-featured tool assists teachers in creating lesson plans to assure the use of CCSS. Pontiac Academy for Excellence also incorporates a district wide lesson template to ensure uniformity of lesson planning and delivery. The use of Lorraine Monroe's Blackboard Configuration (BBC) has been adopted K-12. The Blackboard Configuration, developed by Dr. Lorraine Monroe at the Frederick Douglass Academy in New York City and implemented in every class by teachers, is designed to ensure that classes are focused and well-organized. As part of the BBC, the following items are on each whiteboard at the beginning of every class:

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

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

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

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

Data Dialogues resulted in the identification of three over-arching ideas that will lead to positive changes in teaching and learning. The following teaching and learning strategy is the implementation of a multi-tiered system of support (MTSoS) that includes a clearly defined intervention system utilizing Intervention Specialists and Renaissance Learning software package. This instructional program will ensure that all our students including our subgroups receive high-quality instruction that will lead all of our students to academic success.

This progression will be a four tiered process involving the use of standardized results and our Student Achievement Team.

- Tier I general classroom Instruction with differentiated instruction delivered by classroom teachers. Scantron Performance, Scantron Achievement, and informative data will be used to identify students and monitor their progress.
- Tier II builds upon Tier I instruction, using strategic, evidence-based interventions, delivered in small groups within the general education classroom with support. Teachers will be involved in data meetings and action planning. 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 which is delivered by interventionist. These students will be referred by Student Achievement Team where Interventionist will provide intensive instruction in a small group setting

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or one on one. Interventionist will incorporate Renaissance Learning (entrance/exit assessment).

6A.5

The focus for this school year is mathematics and English Language Arts. The school has implemented a new math program, Saxon Math, as well as a new writing Program, Step Up to Writing. Pontiac Academy for Excellence school district will be implementing new district wide Social Studies, Reading, and Science instruction with the purchase of new materials in the next three consecutive years as outlined: social studies (2014-2015), science (2015-2016), and reading (2016-2017).

6A.6

The district has purchased a new math program, Saxon Math. The lack of consistency throughout the district in our mathematical instruction was cited as a cause for the elementary school's low math scores on the 2012 MEAP. Math scores were in the single digits at many grade levels. Teachers were trained on the program in August prior to the start of the 2013-2014 school year. The Saxon Math program is being integrated with fidelity. As well as teacher training the leadership team also attended training. The correct use of this program is being monitored by the leadership team (principal, assistant principal and instructional coaches) during walkthroughs and formal evaluations. The instructional coaches have also provided staff members with additional support through modeling the use of the program. The effectiveness of the new math program will also be monitored through surveys, classroom grades, common assessments, and Scantron Performance Series testing. The research to support the choice of Saxon Math: Slavin, Robert E. & Lake, Cynthia (2007) Effective Programs in Elementary Mathematics: A Best Evidence Synthesis. Retrieved from http://www.bestevidence.org/word/elem_math_Feb_9_2007.pdf

The elementary school integrates the Treasures Reading program for reading instruction; the returning staff and instructional coach, as well as the assistant principal have provided support to our new staff in use of these materials. Training for the center based approach that is embedded in this program will be done throughout the year for new staff as well as returning instructional staff. The teachers are implementing the Common Core Standards in reading with more of an emphasis on informational text. The Treasure Reading program follows the guidelines set by the common core; the program provides an equal number of informational text and literary text which increases in text complexity as you move through the program at each grade level. The program includes social studies and science informational text and center materials cross-curricular activities within reading with these two subjects. Teachers are also using the same standards for informational text in their social studies and science periods to address the student's difficulty in comprehension of social studies and science materials. Administration as well as the instructional coaches will provide support to teachers to ensure the fidelity of the reading program through walkthroughs, formal observations and modeling the best practices.

The district has adopted a K-12 writing program, Step Up to Writing. According to the fourth grade 2012 MEAP writing scores, the school had an 11% decrease from in the writing scores compared to the previous year's scores. The school identified the lack of a writing program as a factor. Teachers received training on the program in August prior to the 2013-2014 school year. In addition the elementary instructional leadership team attended this training to ensure effective monitoring and to provide teachers with additional support with this new program. Teachers will be monitored for use of the program through walkthroughs and formal observations. Instructional coaches are providing teachers with modeling to ensure the fidelity of the instructional use of the writing program. To ensure the success of the program teachers will be surveyed for feedback on the effectiveness of the program as well as engaged in data analysis of grade level writing monthly by each grade level team with the support of the instructional coaches. The research behind the decision to incorporate Step Up to Writing: Aldrich, A. (2009). "I'm a star pupil." how the color-coding strategy used in step up to writing helps third graders better organize their expository writing and improve their self-confidence as writers. (Order No. 1471244, University of California, Davis).ProQuest Dissertations and Theses, 102.

Retrieved from [http:// http://search.proquest.com/docview/304851764?accountid=458](http://search.proquest.com/docview/304851764?accountid=458). (304851764).

Based on the 2012 and previous years' fifth grade science and sixth grade social studies MEAP results, there is a great need to focus instruction in these core areas. The elementary school uses Houghton Mifflin Science which includes hands-on materials that support an

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inquiry based learning approach. The social studies materials used is from McGraw Hill. This program is the oldest textbook in current use. Teachers new to the school will be provided training on the McGraw Hill program during the 2013-2014 school year. As stated earlier the district is planning on looking at all materials in social studies and science in order to align curriculum throughout the district within the next two to three years. In addition teachers will continue to incorporate project based learning that will encompass reading, social studies, science, math, writing, and speaking. This has been an initiative that began two years ago and will grow each year by requiring more project based opportunities within the school year. Administration as well as the instructional coaches will provide support to teachers to ensure the fidelity of the social studies and science instructional practices through walkthroughs, formal observations and modeling the best practices. Teachers new to the school will be provided training on the Houghton Mifflin program that is used for science during the 2013-2014 school year. Both social studies and science are being taught daily beginning 2013-2014.

Additional time in all core subjects is being provided to students who are performing below grade level expectations through the elementary after school tutoring program. This program offers up to 65 hours of supplementary training in reading, math, and writing. Additional instruction is offered during the reading section in science and social studies through an intensive small group instruction focusing on informational text concentrating on social studies and then on science. This instruction is provided by our certified teaching staff. Summer school is offered for a five week session each summer. Students who are at risk of failing are required to attend. This program concentrates on all core subjects providing a smaller teacher to student ratio.

Data Dialogues resulted in the identification of three over-arching ideas that will lead to positive changes in teaching and learning. The following teaching and learning strategy is the implementation of a multi-tiered system of support (MTSoS) that includes a clearly defined intervention system utilizing Intervention Specialists and Renaissance Learning software package. 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 four tiered process involving the use of standardized results and our Student Achievement Team. Tier I general classroom Instruction with differentiated instruction delivered by classroom teachers. Scantron Performance, Scantron Achievement, and informative data will be used to identify students and monitor their progress. Tier II builds upon Tier I instruction, using strategic, evidence-based interventions, delivered in small groups within the general education classroom with support. Teachers will be involved in data meeting action plans general education teachers will seek the support of the Interventionist for strategies to employ in the classroom. Tier III uses intensive, evidence-based interventions, provided to individuals or in very small groups; delivered by interventionist. These students will be referred by Student Achievement Team where Interventionist will provide intensive instruction in a small group setting or one on one Interventionist will incorporate Renaissance Learning (entrance/exit assessment) and Star Math (entrance/exit assessment).

6B.6

Pontiac Academy for Excellence aligns to the Common Core State Standards (CCSS) to ensure that the instructional program is aligned from grade to grade in ELA and Math. Instructional materials used include Saxon Math, Step up to Writing, and Treasures Reading Program. These are consistent from Kindergarten through fifth grade. Curriculum pacing guides are used by each grade level and include CCSS for reading, writing, and math. The pacing guides also incorporate materials listed above. Teachers meet weekly to plan and assure consistency throughout their grade level in instructional practices. Each grade level has a pacing guide using the Grade Level Content Standards (GLCES) in social studies and science. The elementary school uses McGraw Hill Social Studies and Houghton Mifflin Science; the guides are reflective of these materials.

The alignment of instruction, materials, and content vertically across grade levels will be implemented through quarterly vertical curriculum planning meetings with staff in K-5, as well as vertical meetings between fifth grade and sixth grade staff members. The focus of these meetings will be reviewing and or revising curricular documents such as pacing guides using student performance data (MEAP, teacher graded assessments, Scantron Performance and Scantron Achievement assessments) from the current year's plan.

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

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

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

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

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

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

Goal 1:

All students at Pontiac Academy for Excellence Elementary School will improve academically in the core subject areas through an improvement of the school's culture and climate.

Measurable Objective 1:

collaborate to continue the implementation of Professional Learning Community activities by 05/29/2014 as measured by an increase in student scores in each content area..

Strategy1:

Professional Learning Communities - Instructional staff will participate in a variety of Professional Learning Community activities in order to implement best practices for improving instruction. Activities include: regular student achievement data study, the development of short-term action plans based on the results of interim assessments, peer observations, recorded lesson reflection activities, instructional walkthroughs, and article studies.

Research Cited: Dufour, Ri., Dufour, Re., Eaker, R., Karhanek, G. (2004). Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn. Chicago, IL: National Education Service.

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Activity - Bi-monthly Grade Level Data Meetings by Content Area	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School Leadership Team meets bi-monthly with both Reading and Math instructional staff to study data and identify needs for re-teaching and improved instruction to ensure student proficiency based on identified and assessed state standards.	Academic Support Program			08/22/2012	06/25/2014	\$0 - No Funding Required	Elementary Principal

Activity - Quarterly Vertical Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Meetings are held to discuss student data, student strengths, and student weaknesses with both grade level teachers above and below each teacher's assigned grade level.	Professional Learning			08/22/2012	06/25/2014	\$0 - No Funding Required	Elizabeth Manzo

Activity - Weekly Grade Level Planning Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Grade level instructional staff meets weekly, during a common planning period, to plan the following week's curriculum and activities to ensure that all classes are aligned to the curriculum maps, and skills are similar in presentation across the grade level.	Professional Learning			08/22/2012	06/25/2014	\$0 - No Funding Required	Elizabeth Manzo

Narrative:

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. Teachers are expected to have previously analyzed data from summative assessments including Scantron Performance and Scantron Achievement assessments. Scantron Performance Series is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students, across a range of subjects that correspond with the specific standards, which provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. Scantron Achievement Series is a powerful web-based district-wide assessment that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports, giving administrators and teachers the data they need to monitor student progress and guide instruction. 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. 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 interventionist who attend these meetings to provide support to teachers. This process will lead to the implementation of a teaching and learning strategy is the implementation of a multi-tiered system of support (MTSoS) that includes a clearly defined intervention system utilizing Intervention Specialists and Renaissance Learning 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

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will be a multi-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, evidence-based 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. 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.

Teachers are expected to utilize Curriculum Crafter in planning of lessons inclusive of Tier I and Tier II. Curriculum Crafter is a web-based curriculum warehouse tool, which houses our district's viable and aligned curriculum across grade levels, including a common lesson plan template, lessons aligned to the appropriate standards, assessments, and resources to support those lessons. Teachers are also expected to assess students using materials from Treasures Reading weekly as well as assess students using materials from the Saxon Math Program. Teachers will also give quarterly common assessments using Scantron Achievement Series in all subjects and Achievement Network in grades 2-5 in math and reading. Achievement Network is a staff development facilitator that works alongside school leadership teams to strengthen school wide practice and culture of using learning standards and achievement data to get breakthrough results. This data will be used to adjust instruction to meet the needs of all students as outlined in the school's MTSoS program. Scantron Performance information will also be given three times annually this information is analyzed as described above. State Assessment data is analyzed as soon as it is released to schools and is done at the individual student level by the classroom teacher, also at the classroom level; item analysis is done at the grade level. Teachers who are instructing grades 2-5 as well as members of the team that provided additional support (interventionist, instructional coaches, and administration) is a part of this process. Teachers use this data in moving forward to adjust their instruction to ensure areas of weakness are revisited and or pacing guides are adjusted to meet the needs of the students prior to the next State Assessment in an effort to close the achievement gap.

Section 7.5

Achievement gaps will be closed through analysis of four types of data: classroom work, common assessments (Scantron Achievement), Performance Series, and Achievement Network data. Classroom work will be analyzed weekly by the classroom teachers and bi-weekly in math and reading during data analysis meetings. All meetings are attended by the instructional coach for that grade level. Common Assessments are given three times throughout the school year and are analyzed by the classroom teachers with assistance from Instructional Coaches in all core subject areas in grades K-5. Performance Series is an on line assessment given three times a year to assess student growth. The data is analyzed immediately following the test by the classroom teachers, interventionists, instructional coaches, and administration. The data is broken down by CCSS and GLCES. Teachers can analyze the class data and identify performance. This information also provides interventionists with information of students who may be identified for Tier III interventions. Achievement Network is given in the subject areas of math and reading in grades 2-5. Achievement Network assessments are based on CCSS. Achievement Network provides the elementary school with a coach to provide support in data analysis and train administration and instructional coaches on conducting productive meaningful data analysis. Data analysis meetings will occur quarterly following the Achievement tests. Moving forward the school plans to incorporate Renaissance Learning to assist interventionists for the purposes of entrance and exit to Tier III assistance. Teachers will use all data described above to guide instruction, differentiation of instruction, and re-teaching when necessary.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Upon receiving notification of the school's Priority School status, the school and district leaders added five extra days of instruction onto the 2013-2014 school calendar with the intention of providing additional academic instruction and support to our students. During the 2012-2013 school year, students received 172 days of instruction. In the 2013-2014 school year, they will receive 177 days of instruction. Following this schedule will allow for 7.5 more hours of instruction in reading, 7.5 more hours of instruction in math, 5 more hours of instruction in writing, and 2.5 more hours of instruction in science and social studies.

In addition to this change, the school has also added 30 minutes onto its daily instructional schedule for the 2013-2014 school year. This plan will allow for more time to be spent in core content areas. During the 2012-2013 school year, the Elementary School schedule allowed for 90 minutes of daily instruction in reading, 90 minutes of daily instruction in math, 60 minutes of daily instruction in writing, and 45 minutes of instruction in science and social studies, once every other day. Since the daily schedule has been expanded by thirty minutes for the 2013-2014 school year and moving forward, the school can now increase the amount of time spent in the core content areas of science and social studies, with an emphasis on informational text, as students currently receive 30 minutes of instruction daily in these areas. When compared against the 2012-2013 school year, implementing this schedule provides students with 35 total additional hours of instruction in these core content subjects in the 2013-2014 school year.

8B. Time for Enrichment

The school has identified the need for enrichment by implementing an after-school tutoring program which takes place in all four marking periods of the school year, in the content areas of reading, math, writing, science, and social studies. 8.B.3 The rationale for implementing an after-school tutoring program is that our highest need students will be targeted for this program. This provides additional learning time, in a small group setting, for one hour per week when the program is offered. The curriculum for the after-school tutoring program is based on a study of student achievement data, focusing on the highest need content standards.

Also, we have implemented a Science Fair, a Literacy Fair, and a Math Night, all of which provide after school enrichment opportunities to our students. Also, every student in the school has access to Study Island, which may be used during school or after school for students to practice their skills pertaining to the Common Core State Standards. 8.B.3 The rationale for implementing these initiatives is to extend opportunities for learning or strengthening skills outside of the instructional day, as well as outside of the school's campus, to all of our students across the grade levels by providing families with a web-based resource that can be accessed at any time, any day.

The school has planned for the implementation of several initiatives that will enhance teachers' experiences pertaining to job-embedded professional learning. In the 2013-2014 school year, the district is planning on instituting instructional coaches into its priority schools.

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

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

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

9A.2

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

9A.3

To support academic and Personal needs and personal needs. the school partners with many outside agencies as listed below:

Core Content:

- Pontiac Rotary Club provides third graders with free dictionaries supporting our ELA programs.
- Oakland Livingston Human Service Agency (OLHSA) providing: Head Start, vertical alignment meetings between kindergarten with Head Start Teachers to promote readiness for kindergarten.
- McLaren Oakland Hospital providing health academic tutors (science) as well as career education.

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- Waterford Fire Department provides career education as well as fire prevention safety.
- Oakland County Sheriff Student of the Month Program and career education.
- Junior Achievement (JA) provides career education as well as economic lessons (social studies).
- Microsoft providing technology education and career education.

Social/Emotional:

- Oakland Livingston Human Service Agency (OLHSA) providing: health clinic, mental health support and a summer lunch program.
- Bloomfield Hills Optimist Club Children's Holiday Wish Program through OLHSA.

For Tier 1 Universal Support:

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

In an effort to ensure social, emotional supports are in place, PAE has put the following universal supports in place:

- Create a Set of Core Values that helps promote a positive climate and sense of community. PAE has adopted Three Pillars of Excellence: Safety, Respect and Learning. Building and grade level assemblies are held monthly and our focused around these pillars, ensuring that students and staff understand and honor these values. The positive climate is also created through daily recitation of the Pledge of Allegiance and Champion drill that reiterates high expectations and self-confidence.
- Staff has been trained in Capturing Kids' Hearts, and additional training will take place over the course of the year. In Capturing Kids' Hearts, teachers model caring and consistent behaviors every day through a systematic approach. A Capturing Kids' Hearts teacher builds a caring and supportive relationship with the student (Flip Flippen Group). The teacher also uses strategies to reduce social anxiety for students. Every classroom teacher meets and greets students each day. The teacher also works with students to develop a classroom social contract which provides them with fair and clear expectations and creates ownership of behaviors in the classroom. Through the use of the EXCEL model from Capturing Kids' Hearts students are taught to engage, explore, communicate, be empowered, apply and reflect. These elements cultivate students into leaders.
- A positive behavior curriculum will be adopted and implemented to reduce time out of the classroom for student behavior issues.
- Establish a school-wide behavior management system with clear expectations and consequences. Through staff professional development, student assemblies, and parent orientation all stakeholders were informed of expectations.
- Currently PAE uses Golden Eagle tickets as a school wide recognition and positive behavior reinforcement.
- Promote healthy well- being for all students. The School provides a free nutritious breakfast and lunch for all students, to ensure all students' basic needs are met so learning can take place.
- There is a need for increased family and community engagement at Pontiac Academy for Excellence. The current initiatives is to engage parents as meaningful partners in the education of their children. PAE plans to provide the Power of 7 Parenting University- online life management tools designed to help parents shift their attention to the educational needs of their children. This will be offered to parents, district wide.

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

- Curriculum Night
- Literacy Night
- Math Night
- Science Fair

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-Monthly Parent Workshops

-Monthly Principal Coffee

-Parent teacher conferences are held three times annually. Academic data for the given marking period is shared with parent/guardian. Spring conferences in grades 2-5 are student-led. All grades prepare portfolios of classwork, which promotes ownership of student learning and understanding of performance data

MEAP Balls and Spaghetti- This initiative familiarizes parents with the MEAP test in grades 3-5. Students and parents are given test preparation strategies including adequate sleep, nutritious meals, attendance and seriousness of test. In order to increase parental attendance we will offer a spaghetti dinner to students and their families.

Sheltered Instruction Observation Protocol (SIOP)

The SIOP Model offers an empirically-validated approach to teaching that helps prepare all students--especially English learners -to become college and career ready. As a framework for organizing instruction, The SIOP Model supports teachers in planning and delivering high-quality instruction for all students.

Student Achievement Team (SAT)

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

Tier II Support

Curriculum/Instruction

-Data Meeting Action Plans

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

Assessment

-Scantron Performance Series is a computer-adaptive test that lets you quickly pinpoint the proficiency level of your students, across a range of subjects that correspond with the specific standards, which provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods.

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

Tier III Support

Curriculum/Instruction

-Student Achievement Team referral and tracking

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

-Renaissance Learning 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.

Assessments

-Curriculum/Instruction

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Renaissance Learning

-Star Math (entrance/exit assessments)

-Star Reading (entrance/exit assessments)