



Priority Single-Building-District Improvement Plan

Saginaw Preparatory Academy

Saginaw Preparatory Academy

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Introduction

Single building districts do not have the same central office structure as districts that support elementary and secondary schools. Priority and Focus Schools that are single building districts are required to complete the ERS Strategic School Diagnostic Tool as an alternative to the ERS ResourceCheck. This School Diagnostic School asks the school leadership to self-assess against Resource Principles that characterize high performing schools. The results of this diagnostic gives leadership focus areas for resource allocation.

School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Saginaw Preparatory Academy has shown a decline in student enrollment over the past three years. Ours current challenges are as follows:

*Our student population is very transient

*Recent transportation within our area served provided by neighboring charter schools

Student Demographic Data

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

Saginaw Preparatory Academy continues to see a challenge in tardiness as opposed to overall daily attendance in school. Daily attendance numbers range in the high 90s, these numbers to decrease on half days and inclement weather days.

Student Demographic Data

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

In looking at the 3 year trend data, office referrals has slightly decreased. The number of suspendible offenses has risen slightly in the 2014-2015 school year. One challenge that has been identified is the movement of middle school students class to class.

Student Demographic Data

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

The following actions can be addressed in order to address the previously stated challenges:

*Increased monitoring of hallway time in both the middle school and elementary school wing

*Increased awareness to attendance/tardiness policies

*Closer monitoring of school policies regarding the above issue

*Increased buses and bus routes available

*An increase of marketing to inform parents of our location and seating availability

Teacher/School Leader(s) Demographic Data

5. As you review the number of years of teaching and administrative experience of the school leader(s) in your building, what

impact might this have on student achievement?

With an average of 3 years of experience, our teachers are relatively new at their craft. This impacts students achievement as the majority of the teachers are not yet seasoned. This has shown to lower student achievement.

With the current school leader having 6 months experience in the role as school leader as well as 4 years in the assistant school leader role student achievement is impacted by stability and consistency in administration

Teacher/School Leader(s) Demographic Data

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

The impact on students achievement would be as follows:

*The majority of teachers having 3 years experience consistently are showing lower student achievement than our seasoned teachers of 10 plus years.

*Overall, in novice classroom student achievement is lower than in experienced classrooms. Leading to more rigorous mentoring and training from the experienced teachers.

Teacher/School Leader(s) Demographic Data

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

The current school leader is only absent due to professional learning provided by SVSU and The Leona Group, because these are pre-planned and scheduled in advance, staff are aware of the absence and necessary administration is put into place.

Teacher/School Leader(s) Demographic Data

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

While it is always preferred that the classroom teacher be present at work, our building has two building subs familiar with all classes and teachers. This allows for students to continue a normal day with a familiar face.

Teacher/School Leader(s) Demographic Data

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

Current processes are in place to provide building familiar subs and there is a standard of operating procedures in place to address with absent administration.

Process Data

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

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

In reviewing the results of the Interim Self Assessment, Saginaw Preparatory Academy's strengths fall under "Governance and Leadership" as well as "Purpose and Direction"

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

In reviewing the results of the Interim Self Assessment, the standard that stands out as a challenge for Saginaw Preparatory Academy is "Using Results for Continuous Improvement"

12. How might these challenges impact student achievement?

The largest impact on student achievement would have to consist of the continuous monitoring and analyzing of data related to student learning. We also feel that we are diligent in the training of our teachers on the use of data, however feel that the support staff could benefit from this.

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

*Continuous all staff professional development centered about the understanding of data analysis and trend data, allowing for ALL staff to be effective in the classroom.

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

Currently Saginaw Preparatory Academy provides inclusion in all classrooms helps to provide a full array of intervention programs to our students.

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

Saginaw Preparatory Academy has offered a tutoring program available to grades K-8. Also offered to students is a 3 week summer school program grades kindergarten thru 8th grade, transportation is offered to all students for this program.

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

Extended Learning Opportunities are open to all students enrolled in grades Kindergarten thru 8th grade. Teachers do contact parents individually concerning their child's participation in the program. Parents are notified in advance of the program beginning by mail and classroom newsletters. Reminders are then given at designated dates through out the school year.

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

State content standards implementation is evidenced in the following ways:

- *Classroom walk throughs with feedback
- *Lesson plan monitoring\
- *Standards tracking-twice per quarter
- *Constant monitoring of pacing guides looking for horizontal and vertical alignment

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

When looking at our MEAP data reading is the only core academic area that there has been a slight increase in scores. When looking at our NWEA data our middle school classrooms seem to have a stronger grasp on reading than our lower elementary.

19b. Reading- Challenges

We definitely have an overall challenge across the board in reading. When looking at MEAP trend data we have consistently declined and/or increased by very small margins. When looking at our NWEA data, our reading scores show that a range of 31% of students being below grade level all the way to 84% of students being below grade level.

19c. Reading- Trends

Based on the trends when looking at reading, we have had a drastic decline in reading overall. Also when looking at NWEA, the trend has also been approximately half of the students in each grade level being below grade level.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our biggest challenge is the amount of students below grade level, we will be addressing this by implementing a school wide reading resource. We have decided to purchase the reading program, "Reading Street".

20a. Writing- Strengths

When looking at writing our students in lower elementary appear to have stronger language skills.

20b. Writing- Challenges

Our challenges seem to be with our upper elementary/middle school students. Their writing/language skills are seem to be a constant struggle with the students. According to MEAP data we have shown a consistent decline on a yearly basis.

20c. Writing- Trends

When looking at trend data, Saginaw Preparatory Academy consistently shows students struggling in writing. When looking at the writing samples that have been collected, consistently our students have shown a lack of proficiency.

20d. Writing- Summary

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

We have recently implemented a new resource to assist our teachers in teaching writing to our students. Saginaw Prep would like to include very detailed professional learning to assist the teachers.

21a. Math- Strengths

We have recently implemented a new math resources school-wide. We have seen a decrease of students below grade level in the primary grades.

21b. Math- Challenges

Our school has seen a drastic decline in our math MEAP scores. When looking at the data, the majority of students fall into below grade level, we definitely see a higher number of students in the our middle school that appear to be struggling according to NWEA as well as MEAP.

21c. Math- Trends

When looking at trend data, we have consistently declined. We have seen a decline of 73% according to the 10 year trend data resulting in a proficiency score of 73%.

21d. Math- Summary

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

We have addressed the issues at hand and will be putting in place research based strategies in order to address the short falls we have seen. We will be looking at purchasing an additional of amount of resources/manipulatives to assist teachers.

22a. Science- Strengths

According to the NWEA data, Saginaw Preparatory Academy students seem to be very successful in both 3rd and 4th students.

22b. Science- Challenges

Our MEAP data shows a proficiency score of 1.5% in science. We have seen a continual decrease on a yearly basis.

22c. Science- Trends

According to the MEAP trend data, Saginaw Preparatory Academy has shown a continual and drastic decline resulting in a final proficiency score of 1.5%. According to NWEA we are also showing a consistent trend of our students being below grade level.

22d. Science- Summary

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

We are looking at giving the teachers a stronger training in order to make the teachers feel more confident when it comes to teaching science and different aspects of ways to teach it effectively to the students.

23a. Social Studies- Strengths

According to our Study Island reports, it does show that are our students are successful in social studies.

23b. Social Studies- Challenges

We have declined drastically in social studies and have result in being 0% proficient in social studies according to MEAP data.

23c. Social Studies- Trends

Overall, the trend according to our MEAP data shows that we have had a consistent decline in social studies.

23d. Social Studies- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

We plan to offer professional learning to our teachers allowing them to become confident in the teaching and also addressing how to incorporate social studies into other core subject areas.

Perception Data

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

24a. Student Perception Data

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

The area showing the highest level of satisfaction related to the teachers and principal having high expectations for the students at Saginaw Preparatory Academy.

24b. Student Perception Data

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

The lowest area was "Students treat all adults with respect" along with "Students show respect to the property in the building".

24c. Student Perception Data

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

Being that the students feel that students do not respect the adults in the building, we are going to look into purchasing more PBIS incentives for the students that do in fact show the respect to both the adults as well as the property in the building.

25a. Parent/Guardian Perception Data

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

The areas that show the highest level of satisfaction are related to "The teacher providing information to the parents in an understanding way" as well as "The school is a safe environment".

25b. Parent/Guardian Perception Data

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

The lowest area of satisfaction is related to "The school uses his financial resources appropriately".

25c. Parent/Guardian Perception Data

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

Being that Saginaw Preparatory Academy takes pride in the use of our funds within the school, we feel that we will give the parents a better understanding of how exactly our funds are spent.

26a. Teacher/Staff Perception Data

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

The staff showed highest overall satisfaction in "The school leader holds staff accountable for student learning" as well as "The school leader holds staff to high expectations".

26b. Teacher/Staff Perception Data

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

The lowest area was "Our school provides opportunities for students to participate in activities that interest them".

26c. Teacher/Staff Perception Data

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

Saginaw Preparatory Academy will be looking at different outlets to offer to students at the school.

27a. Stakeholder/Community Perception Data

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

At this time we currently do not have any surveys to report on, however in the upcoming school year we will be addressing this issue.

27b. Stakeholder/Community Perception Data

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

At this time we currently do not have any surveys to report on, however in the upcoming school year we will be addressing this issue.

27c. Stakeholder/Community Perception Data

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

At this time we currently do not have any surveys to report on, however in the upcoming school year we will be addressing this issue.

Summary

28a. Summary

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

Overall, we feel that our biggest struggle is definitely in the area of academics. Our students are very low in terms of grade level. We have begun to put many different strategies in place and feel that this is going to allow our school to "turn around" and have our students prepared for the challenges of life as well as prepared for any upcoming testing.

Overall the strengths we have seen definitely show in the survey responses. It shows that our teachers and administration hold our students to a high level and expect the best from them. We feel that this is something that shows our devotion to our students and also take a tremendous pride in.

28b. Summary

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

Being that the majority of the students are below grade level this definitely affects the students achievement because they struggle to reach the level of the Common Core State Standards. We know that we have put in place many different programs and strategies in order to address this issue.

28c. Summary

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

Our big ideas are a direct reflection of the challenges we face within the school. Our big ideas are as follows:

Big Idea 1:

In order to improve students' academic performance Saginaw Preparatory Academy will develop teacher's knowledge of core curriculum and the skills with which to deliver it. Utilizing the MEAP four year average trend data from 2010-11 through 2013-2014, it was determined that a lack of appropriate knowledge and skills was an obstacle to student achievement. We have noticed a significant downward proficiency trend in all core subject areas. The math proficiency declined by 73% resulting in a proficiency score of 14%. As well as, Science declined by 68.5% resulting in a proficiency score of 1.5%. Through further team discussion it was realized teachers do not have the proper knowledge base to deliver instruction effectively. In order to address this insufficiency, we will provide job embedded staff development, collaborative PLC's and understanding the theory of curriculum.

Big Idea 2:

In order to improve students' academic performance Saginaw Preparatory Academy staff will develop an understanding of best practices and implementing appropriate methods of instruction. While we analyzed several years of MEAP proficiency targets ten year trend data, we determined there were declining proficiency scores or minimal gains. For example, social studies percent proficient declined by 11% while reading saw a minimal increase of 4%. During the team's Collaborative Learning Cycle it was obvious there is a lack of best practice knowledge and effective strategies being delivered to our students'.

In order to address our 2014-2015 Priority School label Saginaw Preparatory Academy (SPA) put together a team of individuals consisting of teachers and administration. This team studied data trends related to our schools ongoing decline and have identified specific strategies in need of a rapid turnaround. The following data was used for this process: Top-to-Bottom Rankings, two year average MEAP proficiency, MEAP trends along with the Proficiency Targets Ten Year Trend.

Single Building District Additional Requirements Diagnostic

Introduction

This diagnostic tool contains certification requirements for single building districts. All single building districts must complete this diagnostic.

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	NWEA, DRA, MSTEP	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://www.saginawprepacademy.com/uploads/4/3/9/7/4397552/sp_a_aer_binder.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	We have recently have a change in leadership, we are aware of the importance of EDPs and will be implementing them in the 2015-2016 school year.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We have recently had a change in leadership and will be implementing this process in the 2015-2016 classroom.	

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	The Leona Group Diane Griggs Human Resources 517-333-9030	

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

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes		

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	Yes		

Label	Assurance	Response	Comment	Attachment
11.	CIMS data is used to prepare our Improvement Plan.	Yes		

Label	Assurance	Response	Comment	Attachment
12.	The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).	Yes		

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes		

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes		

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	Yes		

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Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes		

Label	Assurance	Response	Comment	Attachment
17.	The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.	Yes		

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes		

Label	Assurance	Response	Comment	Attachment
19.	The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.	Yes	We have implemented strategies within the School Improvement Plan.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	The district uses Promethean boards, Raz-Kids, Accelerated Math, Accelerated Reader, laptops, computer labs etc.	

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes	Students have computers once a week for an hour. During this time they work on computer skills, Study Island, Raz-Kids or starfall.com. When the students are working on computer skills, we as a staff are prepping them for the M-step Test. We also use technology as an intervention with certain students, offering them the opportunity to use Ipads or completing tests/quizzes on the computer	

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Label	Assurance	Response	Comment	Attachment
22.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Molly Rundell, principal 5173 Lodge St. Saginaw, MI 48601 (989) 752-9600	

Label	Assurance	Response	Comment	Attachment
24.	The District has a District Board Policy that is related to Parent Involvement.	Yes		Board Policy

Label	Assurance	Response	Comment	Attachment
25.	The District has additional information necessary to support your improvement plan.	Yes		

Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. As described in sections 1111(b)(1), 1114 (b)(1)(A) and 1309(2) of the Elementary and Secondary Education Act (ESEA), the Comprehensive Needs Assessment (CNA) requirement is met by completing a School Data Analysis (SDA) and School Process Profile (SPP). The Comprehensive Needs Assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was completed by utilizing parent surveys, student surveys and staff surveys, in conjunction with parent meetings, board meetings and weekly staff meetings. Student achievement data such as MEAP and NWEA were analyzed allowing necessary changes to be made at that time. During the Collaborative Learning Cycle, which was conducted with the help of the Saginaw ISD, data from multiple avenues were processed and plans were created.

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

The data used to support our findings include MEAP two year trend data, Top to Bottom data and Proficiency Targets 10 year trend, which are indicators predicting that students are making minimal to no growth. When looking at our Top to Bottom data, we have consistently declined, going from 42%, to 27%, to 5% down to the current ranking of 1%. We have noticed a significant downward proficiency trend in all core subject areas related to MEAP testing. The math proficiency declined by 73% resulting in a proficiency score of 14%. As well as, science declined by 68.5% resulting in a proficiency score of 1.5%. Social studies percent proficient declined by 11% while reading saw a minimal increase of 4%. All sub groups have been identified as low performing per an in-depth analysis. For example, 3rd grade reading, females: 42% proficient and males: 19% proficient, 7th grade reading, females: under 10% proficient, males: 26% proficient. In the core subject area of mathematics 6th grade: females and males under 10% proficient, 3rd grade: females and males, 19% proficient.

We then analyzed our NWEA data from our winter benchmark, the findings are as follows:

NWEA

According to NWEA data (Winter Benchmark) in Mathematics:

Kindergarten: 57% of students were below grade level (61% female, 52% male)

1st Grade: 42% of all students were below grade level (38% female, 44% male)

2nd Grade: 34% were below grade level (41% female, 26% male)

3rd Grade: 41% of all students are below grade level (58% female, 10% male)

4th Grade: 58% of all students are below grade level (65% female, 54% male)

5th Grade: 71% of all students were below grade level (56% female, 84% male)

6th Grade: 62% of all students are below grade level (47% female, 76% male)

7th Grade: 79% of all students are below grade level (83% female, 75% male)

8th Grade: 72% of all students are below grade level (63% female, 80% male)

Overall Saginaw Preparatory Academy students struggle in every grade level. We have implemented a new Math Curriculum and will be able to see the over all benefits of this program in the coming year.

Reading

Kindergarten: 53% of all students are below grade level (54% female, 52% male)

1st Grade: 45% of all students are below grade level (48% female, 44% male)

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2nd Grade: 44% of all students are below grade level (36% female, 55% male)

3rd Grade: 31% of all students are below grade level (37% female, 20% male)

4th Grade: 58% of all students are below grade level (50% female, 64% male)

5th Grade: 84% of all students are below grade level (71% female, 95% male)

6th Grade: 45% of all students are below grade level (19% female, 71% male)

7th Grade: 50% of all students are below grade level (58% female, 44% male)

8th Grade: 63% of all students are below grade level (56% female, 70% male)

Reading: This is an area of need within our school. We are making reading a priority in our building and will be purchasing a new Reading Resource to assist our K-5 teachers.

Science

3rd Grade: 14% of all students are below grade level (21% female, 0% male)

4th Grade: 14% of all students are below grade level (21% female, 0% male)

5th Grade: 51% of all students are below grade level (44% female, 58% male)

6th Grade: 61% of all students are below grade level (44% female, 76% male)

7th Grade: 71% of all students are below grade level (75% female, 69% male)

8th Grade: 47% of all students are below grade level (44% female, 50% male)

Science seems to be stronger in the younger grades

Language:

3rd Grade: 14% of all students are below grade level (58% female, 10% male)

4th Grade: 56% of all students are below grade level (50% female, 61% male)

5th Grade: 77% of all students are below grade level (63% female, 89% male)

6th Grade: 53% of all students are below grade level (35% female, 71% male)

7th Grade: 54% of all students are below grade level (50% female, 56% male)

8th Grade: 44% of all students are below grade level (25% female, 60% male)

Language: Our students seem to be stronger again in the younger grades and then language becomes a struggle as the students get into the upper grades

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

Being that our school has been identified as a "Priority School", our data has been looked at extensively during a "Collaborative Learning Cycle". This was a time when we sat down and had an open forum as to the causes of the decline and overall concerns we had as a team. We began at the "Top to Bottom" data, "Trend Data per subject area, as well as our NWEA scores for the current school year. We have determined during the "Unpacking" process of the Redesign Plan that our focus for the upcoming school year will be our reading program. We do not currently have a common reading resource that is used throughout our building. By listening to our teachers as well as stakeholders, we have determined that this is an important focus and a general need in our school. We are looking at purchasing the "Reading Street" resource, in order to better prepare our students as well as our teachers. We feel that this resource will better prepare our

teachers and will cause our reading scores to increase. We know that the foundation of learning is reading and if you cannot read, you will in turn struggle in other subject areas areas.

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

We serve a high percentage of students who are disadvantaged. When we put goals in place they are geared toward meeting all of our disadvantaged students. We know the importance of servicing ALL students in our building, therefore the teachers have been training in Differentiated Instruction as well as Multi tiered systems of support(MTTS). The teachers are aware that staff must adjust our way of teaching to meet the needs of the students and in order to do that we must know all of our students learning styles.

Component 2: Schoolwide Reform Strategies

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

Saginaw Preparatory Academy has implemented RtI and PBIS programs to address and close the achievement gaps of at-risk students. Research shows that behavior is heavily connected and impacts academic growth of students. Systems are in place to identify areas of strength and weaknesses and pullouts and push-ins are used to target weak areas that include but not limited to hands-on approach to learning, on and off site learning opportunities, teaching for multiple intelligence, using technology across the curriculum, offering cooperative learning activities and whole group instruction. All learners needs are met by incorporating these strategies on a daily and weekly basis. A plan has been implemented to group our students into various tiers (one, two and three) to effectively implement RTI. Title 1 teachers and paraprofessionals along with 31a paraprofessionals offer and prepare research and evidence based intervention to address the individuals student's deficient. Students are assessed with multiple data and retested to measure if the interventions are effective for the student's learning style. Meetings are held and artifacts are collected to discuss student's growth and the next action step to increase support or move within the tiers. All instructional staff are trained on the research of R.T.I. and its impact on student's academic success. Administration along with the staff and parents have been informed on the program and surveyed for their input/suggestions regarding the program. Students who are on grade level or above will work on skills at their while being supervised by the teacher (Tier one)in the classroom with Tier two students. At this time, tier two and three students will receive target instruction based on the student data and documented in their individual plan. It is encouraged to have Tier three students pulled in a more intimate, quiet and smaller setting to eliminate distractions. During after school tutoring, the students will continue to receive the targeted instruction. The resources are purchased from Title one and 31a grants after the data is analyzed to highlight the areas of weaknesses within the grades, demographics, special education and content areas. (See Carissa's notes)

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

*Per our redesign plan, we are increasing our ELA block to 100 minutes and are stressing the importance of that block being uninterrupted. We will also stress the importance of both reading centers as well as literacy circles in middle school. We feel these strategies will help to improve the quality of our ELA program. Utilizing a research based best practice reading program to ensure quality instruction across all grade levels

*SPA also has many support staff assigned to specific duties in order for students to receive more targeted instruction during the school day. We have begun redesigning the placement of our support staff differently for the 2015 school year, strategic placement will again enhance to quality of instruction to their full potential.

*SPA will stress the Multi-Tier Systems of Supports (MTSS) program in the upcoming school year in order for our students to receive the extra assistance they may need. We are aware that many of our students struggle with foundational skills, making MTSS a more integral part of instruction will strengthen student achievement.

*Our school provides summer school to all students who are currently enrolled. We also run an after school tutoring program. For the 2015-2016 school year, tutoring will be increased by 30 minutes per session. Prior to the sessions start date, teachers can access student data allowing for a more intentional learning session. Teachers are provided an attendance list for both summer school as well as the tutoring
SY 2014-2015

program, as the homeroom teacher may not be the teacher overseeing a specific program. By providing a list of students prior to summer school/tutoring starting allows for student data analysis by all participating teachers. We do offer transportation to and from summer school, this allows the parents more flexibility and also addresses our parents who may have a lack of transportation.

*Per our redesign plan, we will be utilizing the book "Classroom Instruction that Works" by Marzano. We will concentrate on certain strategies for particular periods of time and continue to push in strategies as the next 3 years progress. Some of the strategies we will be concentrating on in the upcoming school year is, "summarizing and note-taking" along with "non-linguistic representations", such as graphic organizers. Graphic organizers will be utilized school wide, the complexity will vary per grade level and ability.

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

RTI and PBIS are the research based strategies that help address the areas of low performance that were identified in the needs assessment. As a result of this data, both academic as well as behavior, students are placed in tiers. The tiers for academics are based on ability. The teachers pull from the students DRA scores as well as the NWEA scores and look at areas of need within those reports. Our behavior interventionist addresses the needs that are seen when looking at our LEADS data and works with those students based on need and/or areas of concern. Students are given additional learning time on a daily basis from Title 1, 31a and general ed staff. Additional learning time includes but is not limited to, MTSS, after school tutoring and summer school.

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

Utilizing our school wide RTI program, which entails data driven grouping and additional time per group touching on specific needs. Targeted PD, extended learning opportunities as well as multiple hands on activities will support student achievement progress. The use of 31a, title 1, title IIa and GSRP funds will provide support staff to assist in targeted instruction and collaboration with teachers.

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

Saginaw Preparatory Academy uses school wide assessments such as NWEA, DRA and grade level assessments to track and determine that the needs of the students are being addressed and met. Per our redesign plan we will be increasing grade level collaboration time during the school day. This will include 60 minutes per week along with collaboration after school 2-3 times per month. During the collaboration after school, Professional Learning Communities (PLCs) will be held, this is a time that teachers will pull and analyze their data from either benchmark assessments and/or grade level assessments. They will discuss what worked well, what did not work and any discrepancies between the classrooms will be addressed and a targeted plan will be put in place.

The staff also look at the data very heavily during staff meetings. This is a time that we look at it as a team and address areas of concern. Staff will openly talk about issues they are having in the classroom, as well as make plans on how they are going to address areas of concern in their classroom. We are sure to stress to the teachers, this is a time to look at their own teaching not to look at it as a grade level. Teachers then write their goals, these are shared with the co-workers and administration collects the information at the end of the meeting. This information is then discussed during evaluations to talk about their data and determinations were made if any interventions were

successful.

During our school improvement process, teachers along with some support staff are split up into teams to address any areas of need. The team will again look intently at data as well as listen to what the teachers are saying. We complete surveys so that the parents can voice concerns on any instructional issues they may see along with any improvements they feel can be made. Parents are always welcomed into the school improvement meetings.

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

95% of the teaching staff returned

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

25% of our teachers have taught for more than 10 years, 20% of our teachers have 5-9 years' experience and 55% of our staff have been teaching less than 5 years

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

Attract: Saginaw Preparatory Academy offers competitive salaries, small class sizes, opportunities to grow within the company, bonuses, excellent health care coverage, pleasant work environment

Retain: Saginaw Preparatory Academy is able to keep teachers employed by: offering raises and bonuses on a yearly basis, offering teachers additional assistance through employing an instructional coach, offering a strong mentoring program, professional development based on the needs of the students and teachers as well as a pleasant work environment.

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

Saginaw Preparatory Academy will be attending upcoming job fairs, The Leona Group, LLC offers "New Teacher Academy" as a way to offer additional professional learning on top of what the teachers receive at school.

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

Currently there is not a high teacher turnover rate.

Component 5: High Quality and Ongoing Professional Development

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

Per the redesign plan, the following professional learning will be put in place:

- Classroom Instruction that Works by Marzano, Pickering and Pollock-Teachers will begin utilizing this resource and will study and be trained on research based best practices for increasing student achievement.
- Pearson Reading Street Professional Learning-All teachers and instructional aides K-5 will attend a seminar giving the teachers and instructional aides the knowledge and skills to effectively implement the program into the classroom.
- Step Up to Writing-Teachers will be trained in best practices and appropriate methods of implementation for writing strategies across the curriculum. We will also be implementing the research strategy, "Nonlinguistic Representations". This will focus on creating visual representations through graphic organizers. Our school wide graphic organizer will be the "Two Column Notes". This organizer comes from our writing curriculum Step Up to Writing. This will assist our students with their reading comprehension and detailed writing skills.
- MTSS-Staff will be trained on how to level students according to their data (NWEA), as well as address how to properly implement the appropriate methods to meet the needs of the students. Progress monitoring will be completed throughout the school year, data will then be brought to weekly PLCs.

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

After professional learning sessions, the staff is expected to utilize the strategies taught immediately. Staff should begin seeing results of implementation through PLCs, staff meeting, SIP meetings and grade level meetings. The administration team monitors different strategies throughout the school year, consistent monitoring of lesson plans is completed through administration.

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

Component 6: Strategies to Increase Parental Involvement

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

Saginaw Preparatory Academy encourages parents to be involved in all aspects of their child's education. This would include, attending board meetings, school improvement meetings as well as parent teacher conferences. We also introduce the school wide plan at the annual Title 1 meeting and during this time parents are encouraged to give input. During the school year, surveys are sent out to parents which allows them to voice any areas of concern.

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

Parents are invited to attend school improvement meetings as well as board meetings. We also have a time once a month, when parents can sit with our school leader and talk about any areas of concern, the school leader may have an activity that is completed with the parents to offer assistance at home with curriculum. We also offer math night to the parents, this allows parents to come and work on different math concepts with their child related to their grade level.

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

Our parent involvement program is evaluated at the end of every school year. A survey is conducted and the results are analyzed and a needs assessment is completed.

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

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

Provide information and assistance to parents regarding the state and local academic standards and assessments: 1118 (e) (1)

To ensure that parents are informed about academic standards and assessments, Saginaw Preparatory Academy will provide the following:

- Parent Conferences
- Annual Title 1 Meetings (Academic and Behavioral expectations are discussed)
- Parent copy of Grade Level Content Expectations/Common Core Standards provided at Orientation Day
- M-Step results and NWEA reports for parents/families and students
- Parent Workshops and Meetings (some agendas planned are focused on data dissemination)
- Local assessment information (NWEA, DRA2, benchmarks, formative and summative assessments) shared with parents at conferences
- Students receiving additional assistance will be progress monitored on a monthly or bi-weekly basis depending on student need.

Information will be shared with parents when appropriate.

Priority Single-Building-District Improvement Plan

Saginaw Preparatory Academy

- Support Instructional Staff (Special Education/ Instructional Coach) available at conferences to provide information and answer questions about assessments
- Curriculum Nights (Staff share expectations and provide all parents with examples of at home activities to help their child reach their highest potential)

Provide materials and training to parents: 1118 (e) (2)

S.P.A. offers training and materials to parents through the following events and activities:

- Curriculum Nights (childcare provided)
- Transition to Pre-K/Kindergarten Parent Night (childcare provided)
- Orientation Day
- Annual Title 1 Meeting
- Parent Workshops (childcare provided)
- Make IT-Take IT Parent/Family Night (Educational Games)
- Provide lists of community resources to individual parents and assistance in accessing these resources, as needed
- Weekly school newsletters/Classroom newsletters/School publications
- Parent Engagement Resources
- Parent Meetings (various presenters expound on issued impacting student progress)
- School Website Parent Tab - provides parents with materials and resources to help their child achieve success

Educate teachers, Title 1 staff and principals regarding the value of parent involvement, ways to communicate effectively with parents, and implementation of parent programs: 1118 (e) (3)

- Saginaw Preparatory Academy values and respects parent involvement in the school community. Parent involvement will be part of the professional development plan. Staff will attend workshops and implement new ideas for effective parent communication. When situations occur that involve students or the welfare of the entire school community, parents are always the first point of contact.

Coordinate parent involvement activities with other programs: 1118 (e) (4)

S.P.A. will work to coordinate programs to ensure success for all:

- Transition to Kindergarten: activities to educate preschool parents, daycares and community stakeholders on Kindergarten expectations
- Partnerships with a multitude of community organizations are established in working with families to ensure success for all
- Parent Volunteers
- Health and Wellness Carnival (Jump Rope for Heart)
- Parent Meetings

Inform parents of school and parent programs in a timely and practical format in a language they can understand: 1118 (e) (5)

To ensure that all parents are informed in a timely and user-friendly manner, Saginaw Preparatory Academy will provide:

- Daily Take Home Folders
- School Newsletter/Classroom Newsletters written in a language parents can understand
- Accommodations for parents (provided upon request)
- Easily accessible website
- Friendly/Approachable phone contacts

Provide support for parental involvement at their request: 1118 (e) (14)

Saginaw Preparatory Academy will make every effort to support our parents and make sure their needs are met:

- Make every effort to accommodate parent requests to ensure that students' and parents' individual needs are met in order to foster more

positive parent involvement

Part IV: Accessibility

Parent involvement activities accessible to all parents, including those with disabilities and parents who use English as their 2nd language:
1118 (f)

Saginaw Preparatory Academy will provide:

- Flexible meeting times
- Handicapped Accessible Facilities
- Home Visits
- Phone Conferences (Bilingual interpreter, as needed, through GISD for all parent contacts)
- School Newsletter/Classroom Newsletters written in a language parents can understand
- Accommodations for parents with disabilities (deaf, blind, etc)
- Collaboration with community agencies; i.e., Community Mental Health
- Transportation Assistance

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

Parent components are evaluated through the use of parent surveys as well as parent meetings that are held at the school. We also invite stakeholders such as the board to look at the parent components within the school wide plan and offer suggestions in order to make it stronger.

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

The summary of the results will be shared with stakeholders. At this time, discussion will include improvement to our program. These being key issues in our school improvement cycle with an emphasis on feedback for improving our school wide program.

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

Teams working collaboratively together with parents and stakeholders developed the current parental compact. All students, staff and parents know the expectations of Saginaw Preparatory Academy.

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

The parent compact is introduced and explained during open house. Following this introduction, compact is then reviewed during each parent teacher conference, these take place 4 times during each school year. During this time, the parents and teachers discuss the compact with parents being free to add their input. Students are present during this process.

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

The parent compact is introduced and explained during open house. Following this introduction, compact is then reviewed during each parent teacher conference, these take place 4 times during each school year. During this time, the parents and teachers discuss the compact with parents being free to add their input. Students are present during this process.

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

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

Saginaw Preparatory Academy uses both progress reports and report cards that are parent friendly. During conferences, progress reports are given and explained to the parents. A parent friendly statement goes home with each student showing their assessment data and areas of improvement. Teachers, instructional coach and school leader are available should a parent need further explanation, if there are any ESL or migratory parents, a translator will be provided

Component 7: Preschool Transition Strategies

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

Saginaw Preparatory offers a full day pre-kindergarten program that is free to our community. This program gives the children in our area the foundational skills they will need in order to be successful in the upcoming years. The program director is a certified and endorsed teacher. Both classrooms are led by a certified teacher and the assistants in the classroom are qualified to be a part of the classroom. The pre-kindergarten classroom visits the kindergarten classrooms at least 3 times a school year in order for the students to become comfortable with the teachers and get an idea of what the atmosphere is like. Many times the pre-kindergarten students will sit in on a lesson to understand the expectations of a kindergarten student in the classroom as well as some different skills they may learn in the upcoming year. The kindergarten teachers get the students excited about coming to kindergarten and the students leave with less reservations.

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

Saginaw Preparatory Academy offers:

Kindergarten Round-Up Night-This is done during the spring of every school year. This is a time that our students that are in the preschool program as well as students that are new to the school can come and learn about the kindergarten program we offer as well as fill out application packets. We use this time to make parents aware of the different skills that are recommended for the students to have upon entering kindergarten and answer any questions they may have.

Homevisits: The preschool teachers complete 2 homevisits a year. This is a time for the parents to become more comfortable with the teachers and allow the teachers to see the students in their home environment. During the second homevisit, the teachers begin to talk to the parents and the child about certain skills they would like to see the child strengthen. The teachers explain during this time about the skills that are important for the child to have upon entering kindergarten.

Teacher Training: The preschool teachers participate in all teacher trainings that happen at the school. The teachers are aware of the Common Core State Standards that are taught in kindergarten and have a set of exit skills that they would like their students to have upon leaving preschool.

Component 8: Teacher Participation in Making Assessment Decisions

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

Many of the decisions happen based on the needs of the staff and students in the building. During our staff meetings our school leader will hold a very open discussion with the staff about areas of need. The teachers are in an environment where they feel comfortable enough to voice their opinions on school based academic assessments. Also, throughout the school year, online surveys are given to staff to complete in order to gather necessary feedback. This is an avenue that proves effective for many issues, academic assessments being one of them. It is also important to note that the school leader does have an open door policy, the majority of teachers and staff feel comfortable enough to voice any suggestions they may have related to school based academic assessments.

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

During PLC's grade level teachers will analyze data, discuss student assessments, classwork, and identify strengths and weaknesses. From this information teachers will pinpoint an appropriate best practice method of implementation. PLC's will meet a minimum of 1 hour per week focusing on formative, summative and interim assessments. These will allow us to determine whether the instructional practices are successful in relation to raising achievement and closing gaps.

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

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

As soon as data becomes available to us through MSTEP, NWEA, as well as our own DRA and writing rubrics, the teachers discuss the data as a grade level. Using the most up to date assessments, teachers will determine student performance levels. Categories consist of "proficient", "partially proficient" and "not proficient". Teachers immediately begin to place students in ability based groups. In the 2014-2015 school year, we began emphasizing the importance of MTSS and will continue to do so in the upcoming school year.

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

Once the teachers have identified students in need of additional assistance, the following interventions occur:

- After school tutoring: After school tutoring will occur twice a week for 14 weeks for an hour and a half prior to the state test happening in the spring of 2016. This will be intense tutoring allowing teachers to address identified areas of need in order for the students to gain skills and foundations that may be missing.
- RTI/MTSS happens on a daily basis with intensive teaching during the first hour of each school day. During this time the teachers have their students in groups based on ability level. This is a time when the para-educator will assist the teacher in order for more one on one instruction.
- Special education students with IEPs are taught in an inclusive manner with the special education teachers there to assist the students.

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

All of the teachers employed at Saginaw Preparatory Academy have been heavily trained on differentiated instruction. They know the importance of D.I and ensure that all students needs are being met using this method. Teachers are required to turn in lesson plans on a weekly basis. It is written in the lesson plans, how and when D.I. is happening. It is also monitored by the instructional coach as well as the school leader to make sure this is happening in all classrooms. Monitoring of D.I. takes place by both the instructional coach and school leader. During PLCs and grade level meetings a specific D.I. strategy may be the topic, with teachers collaborating on how it is working and ways to improve.

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

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

General Budget: General Instructional Staff, School Leader, support staff

Title I: Paraprofessionals, Title Teachers, Instructional Coach, Professional Development for Priority Set Asides, Stipends, materials, site licenses, after school tutoring, summer school

IIA: Professional Development

GSRP: Preschool

31A: Social Worker, Behavior Interventionist

Our major reform strategy is Response to Intervention which supports our school wide goals. We utilize a combination of general funds, along with State, Local, and Federal money to support our school wide program. Our funds are consolidated into the School Wide Consolidated Grant. Tier 1 of Response to Intervention is the instruction for all students in all content areas and is funded by the general fund staff who teach core curriculum. The Title I budget funds an Instructional Coach that works with teachers to perfect their overall instruction. Tier 2 are interventions often take place within the classroom and is funded by general teaching staff, Title I teachers, Title I Paraprofessionals, as well as 31a staff. Tier 3 interventions are funded by general budget, Title I, and 31 a. There are Title teachers, title paraprofessionals, and 31 a teachers that work with students in small group or individual settings on skills that help close the achievement gap. 31 A helps fund our Behavior Interventionist and Social Worker. Our Ila funds provide professional development in all content areas, as well as Response to Intervention. If students do not improve in Tier 3 of Response to Intervention, then they may potentially be evaluated for Tier 4 or Special Education services. Our special education services are funded by the general budget, as well as utilize funds from IDEA.

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

Component 1 Comprehensive Needs Assessment (all stakeholders): general budget, Title I, 31a, IDEA, GSRP teachers involved in planning/discussions

Component 2: School wide Reform Strategy: general budget, Title I, Ila, 31a, IDEA

Component 3: Instruction By Highly Qualified Staff: general budget, Title I, 31a, IDEA

Component 4: Strategies to attract Highly Qualified Teachers: general budget

Component 5: High Quality and Ongoing PD: Title I Instructional Coach, General budget PDs, IIA: PDs aligned with Comprehensive Needs Assessment, 31A

Component 6: Strategies to Increase Parental Involvement: General Budget, Title I, IIA, 31a

Component 7: Preschool Transition Strategies: General Budget, GSRP Teachers may be included in decision making/planning

Component 8: Teacher Participation in Making Assessment Decisions: General Budget, Title I, IIA, 31a, GSRP teachers may be included in planning and decision making

Component 9: Timely and Additional Assistance: General Budget, Title I, 31a, IDEA

Component 10: Coordination and Integration of Federal, State, and Local Resources: General Budget, Title I, Title IIA, 31a, IDEA

3. How does the school coordinate and integrate the following Federal, State and local programs and services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Saginaw Preparatory Academy partners with the ISD for Safe and Drug free schools. Saginaw Preparatory Academy uses a positive behavior program that encourages students. Our school also has a Great Start Readiness Program within our building offering quality pre-kindergarten to local children in need of free pre-kindergarten

Evaluation:

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

The school wide program is evaluated annually using the MDE Program Evaluation tool. This allows for a comprehensive evaluation.

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

Currently continued use of the MDE evaluation tool as an overall evaluation and for use in the improvement of the schools RTI program, as they relate to MSTEP and NWEA.

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

Based on forth coming MSTEP data and NWEA data the school will use the evaluation tool to evaluate and restructure the current use of para-educators.

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

The continuous process of analyzing data from MSTEP, NWEA and DRA generates current data this includes class averages and overall performances of groups and individual students. Using this data as part of our school wide program and school improvement process, data is examined monthly and throughout the school year on designated professional development days. This data is used specifically to determine progress or to identify needed improvement areas of the educational plan.

Saginaw Preparatory Academy 2015-2016 SIP

Overview

Plan Name

Saginaw Preparatory Academy 2015-2016 SIP

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Sixty-five percent at SPA will be proficient in ELA	Objectives: 1 Strategies: 5 Activities: 16	Academic	\$403775
2	Thirty-seven percent of students will be proficient in math	Objectives: 1 Strategies: 7 Activities: 12	Academic	\$179600
3	Thirty-four percent of students will be proficient in Social Studies.	Objectives: 1 Strategies: 4 Activities: 8	Academic	\$26100
4	Twenty five percent of students will be proficient in science	Objectives: 1 Strategies: 3 Activities: 9	Academic	\$34600
5	All students at Saginaw Preparatory Academy will increase in the use of positive behaviors to promote a school environment conducive to learning.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$78196

Goal 1: Sixty-five percent at SPA will be proficient in ELA

Measurable Objective 1:

65% of All Students will demonstrate a proficiency to increase their reading by one grade level in English Language Arts by 06/17/2016 as measured by the state test.

Strategy 1:

Effective Use of Response to Intervention with Fidelity - A plan to identify and remediate the academic and behavior need of students by the referral process as the result of data analysis, monitoring of instruction, and daily interventions by paraprofessionals, instructional coach, 31a teachers, title one staff, social workers, special education team and general education teachers. A documented process will record a plan for each student through progress monitoring and assessing the individual growth with various tools and measures. Tiered instruction will be planned and monitored to improve instruction and narrow the gap.

Research Cited: How to Differentiate Instruction in Mixed Ability by Carol Ann Tomlinson

Tier:

Activity - Monitoring/Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The instructional coach will monitor all tiers of instruction to maximize learning opportunities for students based on the examination of data.	Monitor			07/01/2015	06/17/2016	\$55000	Title I Part A	School leader and instructional coach

Activity - Use of Instructional Support Staff	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
31a and Title 1 staff will assist the students under the guidance and the supervision of general teachers and administration to ensure interventions are implemented as prescribed and with fidelity.	Academic Support Program			09/08/2015	06/17/2016	\$261075	Title I Part A, Section 31a	Instructional coach, paraprofessional, title and 31a teachers, general education teachers

Activity - Small Group Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher and paraprofessional work with students in small group or one on one setting during Drop Everything And Read. Beginning with word study and including comprehension and comparing and contrasting text.	Academic Support Program			09/08/2015	06/17/2016	\$0	No Funding Required	Instructional staff and paraprofessionals

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Activity - Instructional Leadership training	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	Title II Part A	School Leader and Instructional Coach
Activity - After School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using our district set-aside to strengthen the Response to Intervention program we will begin an after-school tutoring program for students most at-risk.	Academic Support Program	Tier 3	Implement	09/07/2015	06/17/2016	\$10000	Title I Part A	School Leader, Instructional Staff, Support Staff
Activity - Increased collaboration for R/R plan	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with additional collaboration time outside of the normal work day to support the implementation of the R/R plan.	Implementation, Teacher Collaboration	Tier 1		07/01/2015	06/17/2016	\$12200	Title I Part A	School leader, general instructional staff
Activity - School Improvement Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school improvement coach will train the school improvement team and administration on how to use the school improvement planning process to examine strengths, identify opportunities for improvement, and establish processes for ensuring fidelity of implementation of school improvement activities.	Professional Learning, Implementation	Tier 1	Implement	07/01/2015	06/17/2016	\$16000	Title I Schoolwide	School Leader, School Improvement Coach

Strategy 2:

School Wide Reading Curriculum-Reading Street - By implementing the school wide curriculum at Saginaw Preparatory Academy, the benchmark data along with students reading level will increase and allow students to read on grade level.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

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Tier:

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development in reading from Saginaw Valley State University to implement reading strategies and curriculum within the classroom.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$2500	Title II Part A	Administration, instructional coach, teachers, paraprofessionals, support staff.

Activity - Professional Development - Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development to implement new school wide reading curriculum-Reading Street.	Professional Learning			08/24/2015	06/17/2016	\$3500	Title II Part A	Administration, instructional coach, teachers, paraprofessionals, support staff.

Activity - Purchase Reading Street	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The purchase of Reading Street will effectively allow the students at Saginaw Preparatory Academy the necessary tools to be strong readers, this program will also assist with the students who are struggling in the area of reading.	Curriculum Development	Tier 1	Getting Ready	08/24/2015	06/17/2016	\$40000	General Fund	School Leader, Instructional Coach, Teachers

Strategy 3:

Step-Up to Writing - Teachers in grades first through eighth grade will use the Step-up to writing program within their daily writing lessons. They will implement lessons in the areas of basic sentence structure, punctuation, grammar, and paragraph structure.

Research Cited: Handbook by: Maureen E. Auman

Website: www.soprislearning.com/literacy

Tier:

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Activity - Scaffolding within the writing program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades first through eighth will begin scaffolding grammar between grades. This scaffolding will allow teachers to identify those areas in a students writing ability that need to be improved upon.	Direct Instruction			09/08/2015	06/17/2016	\$0	No Funding Required	General education teachers, special education teachers, para-educators, instructional coach, Title I teachers

Activity - Writing Assignments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use the Step-up to Writing program as a resource in creating writing assignments and projects that will increase the students use of a variety of vocabulary and word choices	Direct Instruction			09/08/2015	06/17/2016	\$0	No Funding Required	General education teacher, special education teacher, para-educator, instructional coach, Title I teacher and RTI

Activity - Effective Writing Strategies using Step Up to Writing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
A veteran teacher will hold a professional learning addressing effective writing strategies that both relate to Step Up to Writing as well as our Redesign Plan.	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$1000	Title II Part A	School Leader, Instructional Coach, Teachers

Strategy 4:

Literacy Circles for 6-8th grade - With the implementation of of Reading Street in our K-5 classrooms, we feel that the best practice of literacy circles for our middle school classrooms is an effective research based method that will assist our students in reading for knowledge.

Tier: Tier 1

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Activity - Literacy Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in the ELA classrooms will participate in literacy circles in order to become strong readers.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$500	Title I Part A	School leader, Instructional Coach, Teachers

Activity - Literacy Circle Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The ELA teacher will participate in an internal professional learning on how to effectively implement literacy circles in the classroom.	Professional Learning		Getting Ready	08/24/2015	06/17/2016	\$1000	Title II Part A	School Leader, Instructional Coach, ELA Middle School Teacher

Strategy 5:

Professional Learning Cycles - Staff have been previously trained on "Professional Learning Cycles (PLC)", we will hold a professional development addressing how the PLC process is going and any areas of need.

Tier: Tier 1

Activity - PLC Refresher	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a PD addressing how PLCs are going in the classroom and any areas of need.	Professional Learning			09/08/2015	06/17/2016	\$1000	Title II Part A	School Leader, Instructional Coach, Teachers

Goal 2: Thirty-seven percent of students will be proficient in math

Measurable Objective 1:

37% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in math in Mathematics by 06/17/2016 as measured by MSTEP and NWEA.

Strategy 1:

Aligned Curriculum - Teachers will align daily lesson plans to Common Core Standards.

Research Cited: Marzano, A Handbook for Instruction that Works

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Tier:

Activity - Curriculum Crafter	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use Curriculum Crafters to help align lesson plans.	Technology			08/24/2015	06/17/2016	\$8500	General Fund	Instructional Coach, Teachers

Activity - Common Math Program	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers in grades K-5 will use MyMath, a common math program aligned to the common core. Teachers in grades 6-8 will use Math Connect, a common math program aligned to the common core.	Academic Support Program			09/08/2015	06/17/2016	\$12500	General Fund	Instructional Staff, Instructional Coach, Support Staff, School Leader

Strategy 2:

Effective Implementation of Response to Intervention Program - Instructional staff will provide research based strategies/interventions to narrow the achievement gap in math. Daily tiered instruction will be scheduled and monitored to measure student progress.

Research Cited: Rtl network and various research on Rtl

Tier:

Activity - Common Core Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will adapt and teach the common core standards and show evidence through lesson plans, pacing and mapping guides.	Academic Support Program			09/08/2015	06/17/2016	\$0	No Funding Required	Instructional Coach, School Leader, Instructional Staff

Activity - Increase Student Engagement with Resources	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Resources will be used to ensure students are working at their grade level in order to reach mastery.	Academic Support Program			09/08/2015	06/17/2016	\$1500	Section 31a	Instructional Staff, Instructional Coach, Support Staff, School Leader
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Activity - Professional Development on Data Based decision making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Our staff and school leadership will engage in professional development on understanding data and using results for instructional decisions and for decisions around school programming.	Professional Learning	Tier 1	Implement	08/24/2015	06/17/2016	\$7200	Title II Part A	School Leader, Instructional Coach and Instructional Staff

Strategy 3:

Teachers will provide individualized instruction - Teachers will conduct after-school tutoring during the school year. This program will be offered to all students. Teachers will individualize instruction during this time. Summer school will be offered for 3 weeks after the school year has ended. During summer school, students will be in smaller class sizes for more individualized instruction.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - Teachers will offer individualized instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Different plans will be developed and implemented through the after school program tutoring program and summer school program after examining student performance data.	Academic Support Program			09/08/2015	06/17/2016	\$96300	Title I Part A, Title I Part A, Title I Part A, Section 31a	General education teacher, para-educator, instructional coach, school leader, assistant school leader

Strategy 4:

Teachers will use a range of assessments - Teachers will use both formal and informal assessments to gain data of student achievement. Assessments will include but not limited to: observation, teacher created tests, class projects, project based activities, Study Island, Accelerated Math, NWEA, and AIMSweb.

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Research Cited: Marzano, A Handbook of Classroom Instruction that Works

Tier:

Activity - Teachers will use a wide range of assessments	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use various forms of assessments to monitor student achievement and guide instruction.	Academic Support Program			09/08/2015	06/17/2016	\$9000	General Fund	General education teachers, para-educators, resource room teachers, Title 1 teachers, Instructional Coach

Strategy 5:

Teaching Engaging Math with Fidelity - Teachers K-8 will incorporate 60 minutes of mathematics instruction.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - 60 minutes of math instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will write lesson plans that include instruction and activities for 60 minutes of math. During this activity, teachers will provide students with consistent materials to ensure mastery of concepts, as well as access to computers and software, manipulatives, interactive white board activities. The school leader and instructional coach monitor lesson plans and conduct classroom walkthroughs to ensure that activities in the 60 minutes of math instruction are being implemented in an effective and orderly manner.	Academic Support Program			09/08/2015	06/17/2016	\$0	No Funding Required	General education teachers, para-educators, resource room teachers, and Title 1 teachers

Activity - Engagement in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in a professional learning related to engagement in the classroom and how to make that happen.	Professional Learning	Tier 1	Getting Ready	08/25/2015	06/17/2016	\$3600	Title II Part A	School Leader, Instructional Coach, Teachers

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Strategy 6:

Use of Instructional Coach - The Instructional Coach with the support of the school leader will monitor and give feedback to teachers in relationship to using data, classroom management, using best practices, modeling instructional strategies and ensuring material/information presented in professional developments are visible in the classroom and helping elevating scores.

Research Cited: Learning Focused Program and Plan

Tier:

Activity - Complete Walkthroughs and Provide Timely Feedback	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Instructional Coach will ensure students are receiving a quality education and strategies are being used by all teachers to make a connection with the students.	Academic Support Program			07/01/2015	06/17/2016	\$0	No Funding Required	School leader and instructional coach

Strategy 7:

Use of technology in the classroom - Teachers will use technology on a weekly basis to enhance and engage students in math instruction. This technology will include but not limited to: calculators, computers, educational videos, interactive white boards, and activotes.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - MobyMax Subscription	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Kindergarten through 8th grade will use the MobyMax program to give students extra learning opportunities online in math.	Academic Support Program			09/08/2015	06/17/2016	\$500	Title I Part A	Teachers, Technology Team, Para-Educators, Instructional Coach

Activity - Technology in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers will use technology on a weekly basis to enhance instruction in mathematics. Teachers will use Study Island as a tool in the classroom	Academic Support Program			09/08/2015	06/17/2016	\$40500	Title I Part A	General Education Teachers, Para-Educators, Resource Room Teachers, Title 1 Teachers, and Instructional Coach
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Goal 3: Thirty-four percent of students will be proficient in Social Studies.

Measurable Objective 1:

A 34% increase of All Students will demonstrate a proficiency of the five content areas in Social Studies by 06/17/2016 as measured by the state test and Study Island.

Strategy 1:

Project Based Learning - Students will increase proficiency in Social Studies by participating in differentiated learning activities. These activities will include, but not be limited to: presentations, peer tutoring, essays, educational games, re-enactments, and group projects.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - Pre/Post Test evaluation materials	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use of Pre/Post test evaluation will guide teachers as to where the needs are for the students in the classroom.	Evaluation			09/08/2015	06/17/2016	\$2000	Title I Part A	Teachers, Para-Educators, Administration, Support Staff

Activity - Cooperative Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Students will work in large and small group with assistance, using hands-on activities.	Implementa tion			09/08/2015	06/17/2016	\$0	No Funding Required	General education teachers, paraprofess ional, support staff, special education teachers, RTI support, Title I teachers, Foster Grandpare nts.
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Strategy 2:

Hands-On Instruction - Students proficiency will increase with hands-on instruction through off campus learning, instructional games, re-enactments, and group projects in social studies.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - Off Campus Enrichment Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in off-campus field studies that will allow students an opportunity for enrichment in the areas of social studies.	Field Trip			09/08/2015	06/17/2016	\$5000	Title I Part A	Teacher, Administration

Activity - Use of Junior Scholastic Magazine	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will use Junior Scholastic as an avenue to look at areas outside of the city they live in, the students can use the activities in the magazine to address real life experiences.	Curriculum Development	Tier 1		09/08/2015	06/17/2016	\$1000	Title I Part A	School Leader, Instructional Coach, Teachers

Activity - Social Studies Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will use social studies weekly to look at areas outside of the city they live in. The magazine offers hands on activities that will allow the students to look at real life experiences.	Curriculum Development	Tier 1		09/08/2015	06/17/2016	\$1500	Title I Part A	School Leader, Instructional Staff, Teachers
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Activity - Best Practices in the Classroom	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and staff will be trained on best practices in the classroom and what exactly that should look like when being observed.	Professional Learning	Tier 1	Implement	08/24/2015	06/17/2016	\$3600	Title II Part A	School leader, instructional coach, teachers

Strategy 3:

Mapping/Atlas Skills - Students will increase proficiency in geographic awareness through the process of visuals, creation of maps, elevated maps, labeling of landforms, major waterways, state capitals, and countries.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - Use of Manipulatives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Using maps, atlases, globes, and other interactive sources to increase proficiency of community, state, country, and global awareness.	Direct Instruction			09/08/2015	06/17/2016	\$8000	Title I Part A	Teachers, Para-Educators, Administration, Support Staff

Strategy 4:

Instructional Learning Cycles - Teachers will conduct the Instructional Learning Cycles in their classrooms in order to maximize student learning.

Tier: Tier 1

Activity - Instructional Learning Cycle PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given a professional learning session on how to effectively run an Instructional Learning Cycle in the classroom. They will look at how their instruction has to change and what the overall school year will look like.	Professional Learning	Tier 1	Getting Ready	08/24/2015	06/17/2016	\$5000	Other	School Leader, Instructional Coach, Teachers

Goal 4: Twenty five percent of students will be proficient in science

Measurable Objective 1:

25% of All Students will demonstrate a proficiency within their grade level in Science by 06/12/2015 as measured by Grade Level Assessments, and Formal / Informal Classroom Assessments.

Strategy 1:

Hands-On Learning - Students proficiency will increase with hands-on instruction through laboratory investigation, off campus learning, project based learning, virtual field studies, and instructional games in science. All students will participate in atleast one science kit activity per quarter.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - Laboratory Investigations	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students in all grade levels will participate in hands-on science activities in a laboratory setting.	Other			09/08/2015	06/17/2016	\$11000	Title I Part A	General education teachers, para-educator, special education teacher, Title 1 teacher, instructional coach

Activity - Off Campus Learning Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in hands- on activities at other learning facilities.	Field Trip			09/08/2015	06/17/2016	\$2000	Title I Part A	General education teachers, para-educators, special education teachers, Title 1 teacher, and instructional coach.

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Activity - Use of Technology	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Technology will be used to enhance the instruction delivery of science.	Technology			09/08/2015	06/17/2016	\$8000	General Fund	General education teachers, para-educators, special education teachers, Title 1 teacher, and instructional coach.

Activity - Increasing Teacher Knowledge and hands-on engaging activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in a professional learning related to increasing teacher knowledge and hands on activities.	Professional Learning	Tier 1	Implement	08/24/2015	06/17/2016	\$3600	Title II Part A	School Leader, Instructional Coach, Teachers

Strategy 2:

Real World Application through Cooperative Learning - Students will engage in the application of real world activities such as the planting, fertilizing, cultivating, and harvesting of a school wide garden.

Research Cited: Marzano, A Handbook for Classroom Instruction that Works

Tier:

Activity - Career Readiness in Science	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will also interact with professionals within the scientific community through field studies (local community resources), in class experiments, presentations / demonstrations and virtual field studies.	Other			09/08/2015	06/17/2016	\$4500	General Fund	All Staff members are responsible

Strategy 3:

Using Multiple Intelligences - Teachers will include the use of multiple intelligences.

Research Cited: Marzano, A Handbook For Classroom Instruction That works.

Tier:

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Activity - Discovery Streaming Plus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will incorporate Discovery Streaming Plus to enhance our science instruction.	Technology			09/08/2015	06/17/2016	\$3000	Title I Part A	All teachers, Instructional Coach, and support Staff.
Activity - Health and Nutrition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will engage in kinesthetic and other cardiovascular activities that promote a healthy lifestyle.	Other			09/08/2015	06/17/2016	\$1000	General Fund	All staff.
Activity - Logical Reasoning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will participate in whole group discussion and independent activities.	Direct Instruction			09/08/2015	06/17/2016	\$0	No Funding Required	All staff members.
Activity - Science Weekly	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will utilize the magazine Science Weekly in order to gain a better understanding of real life science	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$1500	Title I Part A	School Leader, Instructional Coach, Teachers

Goal 5: All students at Saginaw Preparatory Academy will increase in the use of positive behaviors to promote a school environment conducive to learning.

Measurable Objective 1:

demonstrate a behavior in overall positive behavior patterns by 06/17/2016 as measured by number of discipline referrals.

Strategy 1:

Behavior Support Staff including Behavior Interventionist and Social Worker - Our school will employ a behavior interventionist and social worker to promote positive behavior within our school as well as to work with at-risk students who show chronic behavior problems.

Tier: Tier 2

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Activity - Behavior Support Staff including Behavior Interventionist and Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The behavior interventionist and social worker will work with at-risk students to decrease chronic behavior patterns and to increase positive behavior within the school.	Behavioral Support Program	Tier 2	Implement	07/01/2015	06/17/2016	\$76696	Section 31a	School Leader, Behavior Interventionist, Social Worker
Activity - PBIS Supplies	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
In order to assist the behavior specialist and social worker, there will be a "store" allowing the students to earn "character cash" when positive behavior is seen in the "at-risk" youth.	Behavioral Support Program	Tier 1	Monitor	07/01/2015	06/17/2016	\$1500	Title I Schoolwide	School leader, behavior specialist, social worker

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Improvement Coach	The school improvement coach will train the school improvement team and administration on how to use the school improvement planning process to examine strengths, identify opportunities for improvement, and establish processes for ensuring fidelity of implementation of school improvement activities.	Professional Learning, Implementation	Tier 1	Implement	07/01/2015	06/17/2016	\$16000	School Leader, School Improvement Coach
PBIS Supplies	In order to assist the behavior specialist and social worker, there will be a "store" allowing the students to earn "character cash" when positive behavior is seen in the "at-risk" youth.	Behavioral Support Program	Tier 1	Monitor	07/01/2015	06/17/2016	\$1500	School leader, behavior specialist, social worker

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Support Staff including Behavior Interventionist and Social Worker	The behavior interventionist and social worker will work with at-risk students to decrease chronic behavior patterns and to increase positive behavior within the school.	Behavioral Support Program	Tier 2	Implement	07/01/2015	06/17/2016	\$76696	School Leader, Behavior Interventionist, Social Worker
Increase Student Engagement with Resources	Resources will be used to ensure students are working at their grade level in order to reach mastery.	Academic Support Program			09/08/2015	06/17/2016	\$1500	Instructional Staff, Instructional Coach, Support Staff, School Leader

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Use of Instructional Support Staff	31a and Title 1 staff will assist the students under the guidance and the supervision of general teachers and administration to ensure interventions are implemented as prescribed and with fidelity.	Academic Support Program			09/08/2015	06/17/2016	\$80000	Instructional coach, paraprofessional, title and 31a teachers, general education teachers
Teachers will offer individualized instruction	Different plans will be developed and implemented through the after school program tutoring program and summer school program after examining student performance data.	Academic Support Program			09/08/2015	06/17/2016	\$47300	General education teacher, para-educator, instructional coach, school leader, assistant school leader

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Engagement in the Classroom	Staff will participate in a professional learning related to engagement in the classroom and how to make that happen.	Professional Learning	Tier 1	Getting Ready	08/25/2015	06/17/2016	\$3600	School Leader, Instructional Coach, Teachers
Instructional Leadership training	Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$0	School Leader and Instructional Coach
Increasing Teacher Knowledge and hands-on engaging activities	Teachers will participate in a professional learning related to increasing teacher knowledge and hands on activities.	Professional Learning	Tier 1	Implement	08/24/2015	06/17/2016	\$3600	School Leader, Instructional Coach, Teachers

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Effective Writing Strategies using Step Up to Writing	A veteran teacher will hold a professional learning addressing effective writing strategies that both relate to Step Up to Writing as well as our Redesign Plan.	Professional Learning	Tier 1		09/08/2015	06/17/2016	\$1000	School Leader, Instructional Coach, Teachers
Professional Development on Data Based decision making	Our staff and school leadership will engage in professional development on understanding data and using results for instructional decisions and for decisions around school programming.	Professional Learning	Tier 1	Implement	08/24/2015	06/17/2016	\$7200	School Leader, Instructional Coach and Instructional Staff
Best Practices in the Classroom	Teachers and staff will be trained on best practices in the classroom and what exactly that should look like when being observed.	Professional Learning	Tier 1	Implement	08/24/2015	06/17/2016	\$3600	School leader, instructional coach, teachers
Professional Development	Professional Development in reading from Saginaw Valley State University to implement reading strategies and curriculum within the classroom.	Professional Learning	Tier 1	Implement	09/08/2015	06/17/2016	\$2500	Administration, instructional coach, teachers, paraprofessionals, support staff.
Professional Development - Reading Street	Professional Development to implement new school wide reading curriculum-Reading Street.	Professional Learning			08/24/2015	06/17/2016	\$3500	Administration, instructional coach, teachers, paraprofessionals, support staff.
Literacy Circle Professional Development	The ELA teacher will participate in an internal professional learning on how to effectively implement literacy circles in the classroom.	Professional Learning		Getting Ready	08/24/2015	06/17/2016	\$1000	School Leader, Instructional Coach, ELA Middle School Teacher
PLC Refresher	Teachers will participate in a PD addressing how PLCs are going in the classroom and any areas of need.	Professional Learning			09/08/2015	06/17/2016	\$1000	School Leader, Instructional Coach, Teachers

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General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Crafter	Teachers will use Curriculum Crafters to help align lesson plans.	Technology			08/24/2015	06/17/2016	\$8500	Instructional Coach, Teachers
Purchase Reading Street	The purchase of Reading Street will effectively allow the students at Saginaw Preparatory Academy the necessary tools to be strong readers, this program will also assist with the students who are struggling in the area of reading.	Curriculum Development	Tier 1	Getting Ready	08/24/2015	06/17/2016	\$40000	School Leader, Instructional Coach, Teachers
Use of Technology	Technology will be used to enhance the instruction delivery of science.	Technology			09/08/2015	06/17/2016	\$8000	General education teachers, para-educators, special education teachers, Title 1 teacher, and instructional coach.
Career Readiness in Science	Students will also interact with professionals within the scientific community through field studies (local community resources), in class experiments, presentations / demonstrations and virtual field studies.	Other			09/08/2015	06/17/2016	\$4500	All Staff members are responsible
Common Math Program	Teachers in grades K-5 will use MyMath, a common math program aligned to the common core. Teachers in grades 6-8 will use Math Connect, a common math program aligned to the common core.	Academic Support Program			09/08/2015	06/17/2016	\$12500	Instructional Staff, Instructional Coach, Support Staff, School Leader

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Teachers will use a wide range of assessments	Teachers will use various forms of assessments to monitor student achievement and guide instruction.	Academic Support Program			09/08/2015	06/17/2016	\$9000	General education teachers, para-educators, resource room teachers, Title 1 teachers, Instructional Coach
Health and Nutrition	Students will engage in kinesthetic and other cardiovascular activities that promote a healthy lifestyle.	Other			09/08/2015	06/17/2016	\$1000	All staff.

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teachers will offer individualized instruction	Different plans will be developed and implemented through the after school program tutoring program and summer school program after examining student performance data.	Academic Support Program			09/08/2015	06/17/2016	\$15000	General education teacher, para-educator, instructional coach, school leader, assistant school leader
Use of Instructional Support Staff	31a and Title 1 staff will assist the students under the guidance and the supervision of general teachers and administration to ensure interventions are implemented as prescribed and with fidelity.	Academic Support Program			09/08/2015	06/17/2016	\$181075	Instructional coach, paraprofessional, title and 31a teachers, general education teachers
Literacy Circles	Students in the ELA classrooms will participate in literacy circles in order to become strong readers.	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$500	School leader, Instructional Coach, Teachers

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Teachers will offer individualized instruction	Different plans will be developed and implemented through the after school program tutoring program and summer school program after examining student performance data.	Academic Support Program			09/08/2015	06/17/2016	\$30000	General education teacher, para-educator, instructional coach, school leader, assistant school leader
Increased collaboration for R/R plan	Teachers will be provided with additional collaboration time outside of the normal work day to support the implementation of the R/R plan.	Implementation, Teacher Collaboration	Tier 1		07/01/2015	06/17/2016	\$12200	School leader, general instructional staff
Pre/Post Test evaluation materials	Use of Pre/Post test evaluation will guide teachers as to where the needs are for the students in the classroom.	Evaluation			09/08/2015	06/17/2016	\$2000	Teachers, Para-Educators, Administration, Support Staff
Use of Manipulatives	Using maps, atlases, globes, and other interactive sources to increase proficiency of community, state, country, and global awareness.	Direct Instruction			09/08/2015	06/17/2016	\$8000	Teachers, Para-Educators, Administration, Support Staff
Social Studies Weekly	Teachers will use social studies weekly to look at areas outside of the city they live in. The magazine offers hands on activities that will allow the students to look at real life experiences.	Curriculum Development	Tier 1		09/08/2015	06/17/2016	\$1500	School Leader, Instructional Staff, Teachers
Teachers will offer individualized instruction	Different plans will be developed and implemented through the after school program tutoring program and summer school program after examining student performance data.	Academic Support Program			09/08/2015	06/17/2016	\$4000	General education teacher, para-educator, instructional coach, school leader, assistant school leader

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Discovery Streaming Plus	Teachers will incorporate Discovery Streaming Plus to enhance our science instruction.	Technology			09/08/2015	06/17/2016	\$3000	All teachers, Instructional Coach, and support Staff.
Monitoring/Instructional Coach	The instructional coach will monitor all tiers of instruction to maximize learning opportunities for students based on the examination of data.	Monitor			07/01/2015	06/17/2016	\$55000	School leader and instructional coach
After School Tutoring	Using our district set-aside to strengthen the Response to Intervention program we will begin an after-school tutoring program for students most at-risk.	Academic Support Program	Tier 3	Implement	09/07/2015	06/17/2016	\$10000	School Leader, Instructional Staff, Support Staff
Off Campus Learning Activities	Students will participate in hands- on activities at other learning facilities.	Field Trip			09/08/2015	06/17/2016	\$2000	General education teachers, para-educators, special education teachers, Title 1 teacher, and instructional coach.
Science Weekly	Students will utilize the magazine Science Weekly in order to gain a better understanding of real life science	Curriculum Development	Tier 1	Implement	09/08/2015	06/17/2016	\$1500	School Leader, Instructional Coach, Teachers
MobyMax Subscription	Kindergarten through 8th grade will use the MobyMax program to give students extra learning opportunities online in math.	Academic Support Program			09/08/2015	06/17/2016	\$500	Teachers, Technology Team, Para-Educators, Instructional Coach
Use of Junior Scholastic Magazine	Students will use Junior Scholastic as an avenue to look at areas outside of the city they live in, the students can use the activities in the magazine to address real life experiences.	Curriculum Development	Tier 1		09/08/2015	06/17/2016	\$1000	School Leader, Instructional Coach, Teachers

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Laboratory Investigations	Students in all grade levels will participate in hands-on science activities in a laboratory setting.	Other			09/08/2015	06/17/2016	\$11000	General education teachers, para-educator, special education teacher, Title 1 teacher, instructional coach
Off Campus Enrichment Activities	Students will participate in off-campus field studies that will allow students an opportunity for enrichment in the areas of social studies.	Field Trip			09/08/2015	06/17/2016	\$5000	Teacher, Administration
Technology in the Classroom	Teachers will use technology on a weekly basis to enhance instruction in mathematics. Teachers will use Study Island as a tool in the classroom	Academic Support Program			09/08/2015	06/17/2016	\$40500	General Education Teachers, Para-Educators, Resource Room Teachers, Title 1 Teachers, and Instructional Coach

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Cooperative Learning	Students will work in large and small group with assistance, using hands-on activities.	Implementa tion			09/08/2015	06/17/2016	\$0	General education teachers, paraprofess ional, support staff, special education teachers, RTI support, Title I teachers, Foster Grandpare nts.
Logical Reasoning	Students will participate in whole group discussion and independent activities.	Direct Instruction			09/08/2015	06/17/2016	\$0	All staff members.
Common Core Implementation	Instructional staff will adapt and teach the common core standards and show evidence through lesson plans, pacing and mapping guides.	Academic Support Program			09/08/2015	06/17/2016	\$0	Instructiona l Coach, School Leader, Instructiona l Staff
Writing Assignments	Teachers will use the Step-up to Writing program as a resource in creating writing assignments and projects that will increase the students use of a variety of vocabulary and word choices	Direct Instruction			09/08/2015	06/17/2016	\$0	General education teacher, special education teacher, para- educator, instructiona l coach, Title I teacher and RTI
Scaffolding within the writing program	Teachers in grades first through eighth will begin scaffolding grammar between grades. This scaffolding will allow teachers to identify those areas in a students writing ability that need to be improved upon.	Direct Instruction			09/08/2015	06/17/2016	\$0	General education teachers, special education teachers, para- educators, instructiona l coach, Title I teachers

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60 minutes of math instruction	Teachers will write lesson plans that include instruction and activities for 60 minutes of math. During this activity, teachers will provide students with consistent materials to ensure mastery of concepts, as well as access to computers and software, manipulatives, interactive white board activities. The school leader and instructional coach monitor lesson plans and conduct classroom walkthroughs to ensure that activities in the 60 minutes of math instruction are being implemented in an effective and orderly manner.	Academic Support Program			09/08/2015	06/17/2016	\$0	General education teachers, para-educators, resource room teachers, and Title 1 teachers
Complete Walkthroughs and Provide Timely Feedback	The Instructional Coach will ensure students are receiving a quality education and strategies are being used by all teachers to make a connection with the students.	Academic Support Program			07/01/2015	06/17/2016	\$0	School leader and instructional coach
Small Group Instruction	Teacher and paraprofessional work with students in small group or one on one setting during Drop Everything And Read. Beginning with word study and including comprehension and comparing and contrasting text.	Academic Support Program			09/08/2015	06/17/2016	\$0	Instructional staff and paraprofessionals

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Learning Cycle PD	Teachers will be given a professional learning session on how to effectively run an Instructional Learning Cycle in the classroom. They will look at how their instruction has to change and what the overall school year will look like.	Professional Learning	Tier 1	Getting Ready	08/24/2015	06/17/2016	\$5000	School Leader, Instructional Coach, Teachers