

Single Building District Improvement Plan

Saginaw Preparatory Academy

Saginaw Preparatory Academy

Mr. James Kenney, Administrator 5173 Lodge St Saginaw, MI 48601-6829

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Introduction

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

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Improvement Plan Assurance

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Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on

analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis

of data and Program Evaluation.

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Improvement Plan Assurance

Label Assurance Response Comment Attachment 1. Which option was chosen for Goals and Plans? Goals Plans in and

ASSIST

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See Goals and Plans in ASSIST

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Improvement Plan Stakeholder Involvement

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Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline

and then transferred into the sections below.

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Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include

information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate

them.

By being employed at Saginaw Preparatory Academy, all staff are automatically included in the development of the improvement plan. The

process for non-staff stakeholders is as follows: prior to the beginning of the new school year, community post cards are sent out, a digital

dialer to all board members and parents of enrolled students is sent out, discussion at monthly board meetings through out the summer and

school year, it is placed on the monthly calendar. Staff members are assigned their roles on the improvement plan team based on their

subject area specialty. All other stakeholders roles are assigned as needed. The meetings are scheduled at many different times allowing for

all stakeholders to attend as meetings as their schedule permits

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their

responsibilities in this process.

All Grade Level Teachers: All grade levels are represented and their duties include to assess programs in the building per subject area

allowing for goals and strategies to be build in our improvement plan. Board Members: As their schedule permits, members join subject area

cohorts to gain knowledge and give input. Parents: As their schedule permits, parents join subject area cohorts to gain knowledge and give

input.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which

stakeholders receive information on its progress.

During the July board meeting, the SIP is communicated to the board members and any parent attendees. When the staff arrive in

August, they are given a copy of the SIP. During monthly SIP meetings, the teachers, board members and parents are informed of the

progress and given any new updates.

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Title I Schoolwide Diagnostic

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Introduction

This diagnostic tool is aligned to requirements for Title I Schoolwide schools. The Comprehensive Needs Assessment must be completed

prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the Comprehensive Needs

Assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Comprehensive Needs Assessment addresses all four

types of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data

is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children

as defined in Title I, Part C, Section 1309(2).

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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 MSTEP and NWEA were analyzed allowing

the staff to take a reflective look on what issues need to be addressed. Through intense discussion the issues were addressed and a

plan was put in place.

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?

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

NWEA

According to NWEA data (Winter Benchmark) in Mathematics:

Kindergarten: 24% of students were below grade level, 58% were on grade level, 18% above grade level

1st Grade: 43% of all students were below grade level, 43% were on grade level, 14% above grade level

2nd Grade: 30% were below grade level, 55% were on grade level, 15% were above grade level

3rd Grade: 37% of all students are below grade level, 53% were on grade level, 9% were above grade level

4th Grade: 38% of all students are below grade level, 46% were on grade level, 17% were above grade level

5th Grade: 60% of all students were below grade level, 38% were on grade level, 3% were above grade level

6th Grade: 64% of all students are below grade level, 36% were on grade level, 0% were above grade level

7th Grade: 72% of all students are below grade level, 28% were on grade level, 0% were above grade level

8th Grade: 69% of all students are below grade level, 23% were on grade level, 9% were above grade level

Overall Saginaw Preparatory Academy students struggle in every grade level. This continues to be an area of improvement for us. We

have seen an increase during the current school year, which has been encouraging.

Reading

Kindergarten: 10% of all students are below grade level, 63% were on grade level, 26% were above grade level

1st Grade: 56% of all students are below grade level, 29% were on grade level, 14% were above grade level

2nd Grade: 21% of all students are below grade level, 64% were on grade level, 15% were above grade level

3rd Grade: 55% of all students are below grade level, 33% were on grade level, 12% were above grade level

4th Grade: 38% of all students are below grade level, 52% were on grade level, 11% were above grade level

5th Grade: 50% of all students are below grade level, 31% were on grade level, 10% were above grade level

6th Grade: 47% of all students are below grade level, 51% were on grade level, 2% were above grade level

7th Grade: 50% of all students are below grade level, 46% were on grade level, 4% were above grade level

8th Grade: 51% of all students are below grade level, 43% were on grade level, 6% were above grade level

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Reading: This is an area of need in our school. We increased our reading block during the 2015-2016 school year and had continuous

professional development on the newly implemented reading program along with effective reading strategies in the classroom.

Science

3rd Grade: 28% of all students are below grade level, 53% of students were on grade level, 21% were above grade level

4th Grade: 38% of all students are below grade level, 52% of students were on grade level, 11% were above grade level

5th Grade: 50% of all students are below grade level, 33% of students were on grade level, 18% were above grade level

6th Grade: 38% of all students are below grade level, 45% of students were on grade level, 17% were above grade level

7th Grade: 55% of all students are below grade level, 45% of students were on grade level, 0% were above grade level

8th Grade: 66% of all students are below grade level, 25% of students were on grade level, 9% were above grade level

Science seems to be stronger than the other subject areas.

Language:

3rd Grade: 40% of all students are below grade level, 50% were on grade level, 10% were above grade level

4th Grade: 22% of all students are below grade level, 63% were on grade level, 16% were above grade level

5th Grade: 48% of all students are below grade level, 43% were on grade level, 11% were above grade level

6th Grade: 60% of all students are below grade level, 34% were on grade level, 6% were above grade level

7th Grade: 64% of all students are below grade level, 25% were on grade level, 11% were above grade level

8th Grade: 49% of all students are below grade level, 35% were on grade level, 17% were above grade level

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.

The school is in the 4th year of priority status, our data has been looked at extensively during multiple meetings with staff. This was a time

when we sat down and had an open forum as to where our students are struggling and where they are excelling. We looked at the current

MSTEP data provided by the MDE in the following subject areas: science, math, reading and social studies. We also looked extensively into

the current NWEA data from both the fall and spring benchmark. When looking at the NWEA data we looked at science, math, reading and

language for grades kindergarten thru 8th. We have determined during the "Unpacking" process of the Redesign Plan for the 2018-2019

school year that our focus for the upcoming school year will be looking at all of our subject areas and addressing the

areas that continue to

struggle. By listening to our teachers, stakeholders, and looking intensively into our data, we have determined that this is an important focus

and a general need in our school. We are looking at providing additional training to the teachers on effectively teaching strategies related to

social studies and science. We feel that by offering additional training to the teachers both in general social studies and science instruction as

well as training related to the

science kits that are available to the teachers, they will have a stronger understanding of effective social studies and science teaching which

will in turn increase our scores in both areas. With the implementation of Reading Street in kindergarten thru 5th grade, we have seen and

believe we will continue to see growth in our the subject of reading. We will continue to work on our math program as we do not plan to

forget all the work we have completed during the 16-17 school year related to math.

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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 decide to put goals in place to assist our students, we know the

importance of reaching all of the students in our building. We have always placed a high importance on making sure our teachers have a

strong understanding of Differentiated Instruction. The teachers are always adjusting their teaching styles to meet the needs of students in

their classroom.

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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. During the 2016-2017 school year, Saginaw

Preparatory Academy implemented the CHAMPS program. We have seen the success of the CHAMPS program in our middle school

classrooms and are hoping to increase buy in from not only the teachers but students as well in grades kindergarten thru 5th grade. 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 placed into a 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. Data is analyzed to highlight the areas of weakness within the grades, demographics, special education and

content areas.

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 have increased our ELA block to 100 minutes and continue to stress 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.

*SPA will continue to 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

integral part of instruction will strengthen student achievement. We currently have a reading interventionist who works intensively with the

students and will be putting in place a math interventionist to assist our students with the foundational skills in math.

*Our school provides summer school to all students who are currently enrolled. We also run an after school tutoring program. For the 2017-

2018 school year, tutoring has been an integral part of our teaching and learning. Prior to the sessions start date, teachers can access

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student data allowing for a more intentional learning session. Teachers are provided an attendance list for both summer school as well as the

tutoring 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 continue to utilize 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 2 years progress. Being that our focus for the upcoming

school year is math, we plan to take the strategies suggested by Marzano and address them heavily in math as well as other subjects as we

see fit

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. In the

upcoming school year, we are going to start the year off with the use of Skills Navigator. This is a program we have had for a few years

however have been unable to implement the program the way we feel would best fit our RTI program. Skills Navigator will let the teachers

get an instant picture of how the students are performing on certain skills. We also believe this will be an effective tool because it allows the

students to be very aware of exactly how they are performing and exactly what skills they need to work on. 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.

Saginaw Preparatory Academy continues to utilize the school wide RTI program. We take the data that is given to us and we in turn will

place the students in groups looking at specific skills.

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 have been increasing grade level collaboration time

during the school day. This includes 60 minutes per week along with collaboration after school 2-3 times per month. After school,

Professional Learning Communities (PLCs) are 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

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classrooms will be addressed and a targeted plan will be put in place. Weekly staff meetings are another time that we look at data as a team

and address areas of concern Staff will talk openly about issues they are having in the classroom, as well as make plans on how to address

those areas. 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.

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Component 3: Instruction by Highly Qualified Staff

Label Assurance Response Comment Attachment

1. meet Do the all of NCLB the instructional requirements paraprofessionals

for highly qualified? no, what is Provide the number an assurance that is not statement.

highly

If

qualified this?

and what is being done to address

NOTE: highly qualified A schoolwide instructional program staff.

must have all

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Yes All requirements paraprofessionals to be highly

meet the

qualified.

Label Assurance Response Comment Attachment

2. requirements Do all of the for teachers highly qualified? meet the NCLB

Provide an assurance that is not highly statement. qualified If no, and what what is

the is being

number

done NOTE: to A address schoolwide this?

program must have all highly qualified instructional staff.

Yes All requirements teachers meet to be the

highly qualified.

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Component 4: Strategies to Attract Highly Qualified Teachers

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

90% of the teachers returned in August for the 17-18 school year.

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

15% of our teachers have taught for more than 10 years, 53% of our teachers have 5-9 years' experience and 32% 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, will be offering "New Teacher Institute" for the

upcoming year. There will be sessions held in August as well as in January. This is a time to allow teachers to collaborate with teachers

from other Leona Group schools. It allows the teachers to provide input on the pacing guides that have been distributed and also any

effective strategies they may utilize in their classroom that they have seen success with.

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 turn over rate at Saginaw Preparatory Academy.

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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.

*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-Teachers will be given job embedded professional learning to continue to learn and grow

with Reading Street. They will continue to work with the teachers from Saginaw Township to gain new ideas and strategies for successful of

Reading Street.

*SPA knows the importance of sequence of instruction in the classroom in relation to teaching a lesson. We feel that the teachers need a

refresher course on what this looks like.

*Staff will receive continual professional learning with the CHAMPS program. This will allow for successful implementation of this

program. They will be receiving professional learning in August as well as multiple times during the school year

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 what the teachers

are utilizing in the classroom. During staff meetings, many time the teachers will be asked to share what and how they are using strategies in

their classroom.

Label Assurance Response Comment Attachment

3. The school's Professional Learning Plan is

Yes SPA Development complete.

Plan

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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 introduce the schoolwide plan at the annual Title 1

meeting that is held at the beginning of the school year. This is a time that we encourage any parents that would like to offer suggestions

and/or share any concerns to do so. We also have an open door policy with parents, so if they ever do want to share anything with us, it is

always welcomed.

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. Involvement Does the school policy that have addresses a Title I Parent how the

Yes

school ESEA Section carries out 1118 the (c) required through activities (f)?

of

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

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- 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.

- 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

- 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

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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

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. The school-parent compact

is talked about at the beginning of the school year. The teachers, school leader and parents are given the expectations within the compact.

This is then revisited multiple times during the school year as a refresher.

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)?

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Single Building District Improvement Plan Saginaw Preparatory Academy

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 attached.

School's School-Parent Compact is

Yes

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

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Single Building District Improvement Plan Saginaw Preparatory Academy

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.

The classrooms consist of a highly qualified teacher along with a highly qualified assistant teacher. 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-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. The preschool teacher has a list of exit skills which they would like attained

by the time they leave kindergarten. At the end of the school year, a skills test is given to see if the students have mastered the exit skills.

This information will then go to the upcoming kindergarten teacher.

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agreement.

Single Building District Improvement Plan Saginaw Preparatory Academy

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. Many times during staff meetings our school

leader will hold a very open and honest conversation with the staff concerning areas of need within the building. The teachers are in an

environment they feel comfortable sharing any thoughts or ideas. If for some reason they do not feel comfortable sharing during the

staff meeting, they are always welcome to email and/or meet with the school leader at a different time. Saginaw Preparatory Academy also

utilizes surveys with the staff which also helps in allowing them to voice how they may feel regarding school-based academic assessments.

Also, throughout the school year, online surveys are given to staff to complete in order to gather necessary feedback.

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 2 hours every

other 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.

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Single Building District Improvement Plan Saginaw Preparatory Academy

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. We have and will

continue to utilize RTI along with the use of our reading interventionist and the math interventionist during the 2017-2018 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 2017. 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.

agreement.

Single Building District Improvement Plan Saginaw Preparatory Academy

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

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Single Building District Improvement Plan Saginaw Preparatory Academy

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

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Single Building District Improvement Plan Saginaw Preparatory Academy

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

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Single Building District Improvement Plan Saginaw Preparatory Academy

SPA Improvement Plan 2018-19

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Single Building District Improvement Plan Saginaw Preparatory Academy

Overview

Plan Name

SPA Improvement Plan 2018-19

Plan Description

SPA Improvement Plan 2018-19

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Single Building District Improvement Plan Saginaw Preparatory Academy

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: Strategies: 3 1

Activities: 10

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Academic \$349775

2 Thirty-seven percent of students will be proficient in

Objectives: 1 math

Strategies: 9 Activities: 15

Academic \$181900

3 Thirty-four percent of students will be proficient in

Objectives: 1

Academic

\$21850 Social Studies.

Strategies: Activities: 7

4

4 Twenty science

five percent of students will be proficient in

Objectives: Strategies: 4 1

Activities: 10

Academic \$40510

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: 4

Organizational \$91701

6 All homeless/foster care students will have access

Objectives: 1

Organizational

\$1800 to all school activities

Strategies: Activities: 1

1

Single Building District Improvement Plan Saginaw Preparatory Academy

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

Measurable Objective 1: 65% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Female Black or African-American, Economically Disadvantaged and Students by the state with test.

Disabilities students will demonstrate a proficiency to increase their reading by one grade level in English Language Arts by 06/16/2017 as measured

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. Category: English/Language Arts Research Cited: How to Differentiate Instruction in Mixed Ability by Carol Ann Tomlinson Tier: Tier 1

Activity - Monitoring/Instructional Coach Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible The instructional coach will monitor all tiers of instruction to maximize learning opportunities for students based on the examination of data.

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Monitor Tier 1 Monitor 07/02/2018 06/14/2019 \$55000 Title I Part

School A

leader and instructional coach

Activity - Use of Instructional Support Staff Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible 31a and Title 1 staff will assist the students under the guidance administration and the to ensure supervision interventions of general are teachers implemented and as prescribed and with fidelity.

Academic Support Program

Tier 1 Monitor 07/02/2018 06/14/2019 \$261075 Section

Instructional 31a, Part A

Title I

I paraprofess

coach,

ional, title and teachers,

31a

general education teachers

Activity - Small Group Instruction Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsibl e

Single Building District Improvement Plan Saginaw Preparatory Academy

Teacher group or and one paraprofessional on one setting during work Drop with students Everything in And small

Read.

Academic Support Beginning with word study and including comprehension and Program comparing and contrasting text.

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07/02/2018 06/14/2019 \$0 No Required

Funding

Instructional staff and paraprofessionals

Activity - Instructional Leadership training Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Research confirms that strong leadership is the second most influential factor for improving schools. In order to sharpen leadership strategies for skills school that improvement, support proper the implementation school leader of

and instructional coach will participate in monthly trainings that focus practices on key will practices center around: for effective establishing school high leadership. expectations These

for all, create a climate that is conducive to learning, cultivate leadership data, and processes.

in others, improve instruction, and manage people,

Professionals

Tier 1 Implement 07/02/2018 06/14/2019 \$0 Title II Part

School I

Learning

A

Leader and Instructional Coach

Activity - After School Tutoring Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Using our district set-aside to strengthen the Response to

Academic Intervention program for

students program we most will at-risk.

begin an after-school tutoring

Support Program

Tier 3 Implement 07/02/2018 06/14/2019 \$10000 Title I Part

School A

Leader, Instructional Staff, Support Staff

Activity - Increased collaboration for R/R plan Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Teachers will be provided with additional collaboration time

Implementation outside of the R/R of the

plan.

normal work day to support the implementation

tion, Teacher Collaboration

Tier 1 07/02/2018 06/14/2019 \$12200 Title I Part

School A

leader, general instructional staff

Strategy 2: Literacy Circles for 6-8th grade - With the implementation 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. Category: Tier:

Tier 1

Activity - Literacy Circles Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible

Single Building District Improvement Plan Saginaw Preparatory Academy

Students circles in order in the to ELA become classrooms strong will readers.
participate in literacy

Curriculum Developme nt

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Tier 1 Implement 07/02/2018 06/14/2019 \$500 Title A

I Part

School leader, Instructiona l Teachers Coach,

Strategy 3:

Professional Learning - The teachers will participate in job embedded professional learning by working with the Saginaw ISD as well as the Saginaw Township teachers. The teachers will work closely with the Saginaw Township teachers on additional ways to effectively teach Reading Street and to continue on a positive trajectory with the students. Category: English/Language Arts Tier: Tier 1

Activity - Job Embedded Learning Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsibl e Teachers teachers in will order continue to continue to work to with improve the Saginaw the reading Township street

Professiona l Learning,

Tier 1 Monitor 07/02/2018 06/14/2019 \$3000 Other Instructiona

Coach, program in their classrooms. This includes having the teachers

Curriculum

chool visit having classrooms the Saginaw at the Township Saginaw teachers Township meet Schools at Saginaw

as well as

Developme nt

Leader, Teachers, Preparatory Academy

School Improveme nt Facilitator

Activity - Professional Learning at Conferences Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Teachers throughout will participate school year.

in conferences offered to them

Professional Learning

Tier 1 Implement 07/02/2018 06/14/2019 \$3000 Other School leader, Saginaw ISD, teachers

Activity - Best Practices in Reading Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Teachers will participate in a professional learning pertaining to

Academic

Tier 1 Monitor 07/02/2018

06/14/2019 \$5000 Section 31a Teachers, reading best practices in the classroom

Support Program

administration

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

Single Building District Improvement Plan Saginaw Preparatory Academy

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 06/16/2017 as measured by MSTEP and NWEA.

Strategy 1: Aligned Curriculum - Teachers will align daily lesson plans to Common Core Standards.

Category: Mathematics Research Cited: Marzano, A Handbook for Instruction that Works Tier: Tier 1

Activity - Curriculum Crafter Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Teachers will use Curriculum Crafters to help align lesson

Technology 07/02/2018 06/14/2019 \$8500 General

Instructional plans.

Fund

Instructional Coach, Teachers

Activity - Common Math Program Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Teachers in grades K-5 will use MyMath, a common math

Academic program aligned to the

common core. Teachers in grades 6-8

Support will commonly use Math core.

Connect, a common math program aligned to the

Program

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.

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07/02/2018 06/14/2019 \$12500 General

Instructional Fund

Instructional Staff, Instructional Coach, Support Staff, School Leader

Activity - Training for Math Concepts Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Teachers that will assist will participate them in learning in a professional key strategies learning that will activities assist the teachers in effectively teaching the skills to the students with complete the school understanding. year.

Job embedded will continue during

Professional Learning

Tier 1 Implement 07/02/2018 06/14/2019 \$2000 Section 31a Teaching

Staff, school leader, instructional coach

Single Building District Improvement Plan Saginaw Preparatory Academy

Category: 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 Funding

Of

Staff Responsible Instructional staff will adapt and teach the common core standards and show evidence through lesson plans, pacing and mapping guides.

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

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Academic Support Program

07/02/2018 06/14/2019 \$0 No Funding

Instructional Required

I Coach, School Leader, Instructional Staff

Activity - Increase Student Engagement with Resources Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Resources will be used to ensure students are working at their Academic grade level in order to reach mastery.

Support Program

07/02/2018 06/14/2019 \$1500 Section 31a Instructional

I Staff, Instructional Coach, Support Staff, School Leader

Activity - Professional Development on incorporating math

Activity

Tier Phase Begin Date End Date Resource

Source Of

taff foundations into everyday teaching

Type

Assigned

Funding

Responsible Our development staff and on school getting leadership a better will understanding engage
in professional

of working in teaching math foundations to students in
older grades while continuing to teach grade level concepts.

Professional Learning

Tier 1 Implement 07/02/2018 06/14/2019 \$2500 Section 31a School

Leader, Instructional and

Coach

Instructional Staff

Single Building District Improvement Plan Saginaw Preparatory Academy

Activity - Teachers will offer individualized instruction Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

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.

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Academic Support Program

07/02/2018 06/14/2019 \$96300 Title I Part

A, Title I Part I Part A, A,

Title

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

Activity - Teachers will use a wide range of assessments Activity

Type

Strategy 5: Teaching Engaging Math with Fidelity - Teachers K-8 will incorporate 60 minutes of mathematics instruction. Category: Research Cited: Marzano, A Handbook for Classroom Instruction that Works Tier:

Tier Phase Begin Date End Date Resource

Source Of

Staff Assigned

Funding

Responsible Teachers will use various forms of assessments to monitor Academic student achievement and guide instruction.

Support Program

07/02/2018 06/14/2019 \$9000 General

General Fund

education teachers, para- educators, resource room teachers, Title 1 teachers, Instructional Coach

Single Building District Improvement Plan Saginaw Preparatory Academy

Activity - 60 minutes of math instruction Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Teachers will write lesson plans that include instruction and activities for 60 minutes of math. During this activity, teachers will mastery provide of concepts, students with as well consistent as access materials to computers to ensure and software, manipulatives, interactive white board activities. The school conduct leader classroom and instructional walkthroughs coach to ensure monitor that lesson activities plans in and the 60 minutes of math instruction are being implemented in an effective and orderly manner.

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Academic Support Program

07/02/2018 06/14/2019 \$0 No Funding

General Required

education teachers, para- educators, resource room teachers, and teachers

Title 1

Activity - Engagement in the Classroom Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Staff will participate in a professional learning related to

Professiona

Tier 1 Implement 07/02/2018 06/14/2019 \$3600 Title II Part

chool engagement in the classroom and how to make that happen.

I Learning

A

Leader, Instructional Coach, Teachers

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. Category: Research Cited: Learning Focused Program and Plan Tier:

Activity Feedback

- Complete Walkthroughs and Provide Timely

Activity Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible The Instructional Coach will ensure students are receiving a
Academic quality education and
strategies are being used by all teachers
Support to make a connection with the
students.

Program

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

07/02/2018 06/14/2019 \$0 No Funding

School Required

leader and instructional coach

Single Building District Improvement Plan Saginaw Preparatory Academy

Tier:

Activity - MobyMax Subscription Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Kindergarten through 8th grade will use the MobyMax program to give students extra learning opportunities online in math.

Strategy 8: Instructional Learning Cycles - Teachers will conduct the Instructional Learning Cycles in their classrooms in order to maximize student learning. Category: Mathematics Tier: Tier 1

Strategy 9: Book Study - Teachers will participate in a book study to increase their skill set.

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Academic

07/02/2018 06/14/2019 \$500 Title I Part

Support

A

Teachers,

Program

Team, Para- Educators, Instructional Coach

Activity - Technology in the Classroom Activity

Technology

Staff Type

Responsible Teachers will use technology on a weekly basis to enhance instruction tool in the classroom in mathematics. Teachers will use Study Island as a

Tier Phase Begin Date End Date Resource

Source Of Assigned

Funding

Academic

07/02/2018 06/14/2019 \$40500 Title I Part

General

Support Program

A

Education Teachers, Para- Educators, Resource Room Teachers, Title 1 Teachers, and Instructional Coach

Activity - Instructional Learning Cycle Activity

Type

Staff Responsible Teachers will be given a professional learning session on how to effectively run an Instructional Learning Cycle in the classroom. change and They what will the look overall at how school their year instruction will look has like.

to

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Evaluation,

Tier 1 Implement 07/02/2018 06/14/2019 \$5000 Other School Curriculum

Leader,

Development

Instructional Coach, Teachers

Single Building District Improvement Plan Saginaw Preparatory Academy

Category: Mathematics Research Cited: "Classroom Instruction that Works" Marzano Tier: Tier 1

Activity - "Classroom Instruction that Works" Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Teachers will participate in a book study working on specific skills related to teaching. In the 2016-2017 school year, the teachers Summarizing will be and working Note-Taking", on "Non-Linguistic "Objectives Representation", and Feedback", and Homework and Practice". Teachers will incorporate the strategies into the Instructional Learning Cycle process.

Goal 3: Thirty-four percent of students will be proficient in Social Studies.

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

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Professional Learning, Teacher Collaboration

Tier 1 Monitor 07/02/2018 06/14/2019 \$0 No Funding

Teachers, Required

School Leaders, Instructional Coach

Measurable Objective 1: A 34% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, Bottom 30%, White, Economically Native and Native Disadvantaged, Hawaiian or Gifted Other and Pacific Talented, Islander Hispanic students or will Latino, demonstrate Students with proficiency Disabilities, of the English five content Learners, areas Two in or Social More Studies Races, by American 06/16/2017 Indian as or measured

Alaska

by the state test and Study Island.

Activity - Pre/Post Test evaluation materials Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Use of Pre/Post test evaluation will guide teachers as to where

Evaluation 07/02/2018 06/14/2019 \$2000 Title I Part

eachers, the needs are for the students in the classroom.

A

Para- Educators, Administrati on, Staff

Support

Activity - Cooperative Learning Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsibl e

Single Building District Improvement Plan Saginaw Preparatory Academy

Students using hands-on will work activities.

in large and small group with assistance,

Implementation

07/02/2018 06/14/2019 \$0 No Required

Funding

General education teachers, paraprofessional, support staff, special education teachers, RTI support, Title teachers, I

Foster Grandparents.

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. Category:

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

Activity - Enrichment Activities Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Students allow students will participate an opportunity in off-campus for enrichment field studies in the that areas will of social studies. Students will interactively visit other countries in a virtual environment.

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Field Trip 07/02/2018 06/14/2019 \$5750 Title A, Title I Part IV Part A

Teacher, Administration

Activity - Use of Junior Scholastic Magazine Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

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 07/02/2018 06/14/2019 \$1000 Title I Part

School A

Leader, Instructional Coach, Teachers

Activity - Best Practices in the Classroom Activity

Tier Phase Begin Date End Date Resource
Source Of

Staff Type

Assigned

Funding

Responsible

Single Building District Improvement Plan Saginaw Preparatory Academy

Teachers classroom and and staff what will exactly be trained that should on best look practices like when in the

being observed.

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Professional Learning

Tier 1 Implement 07/02/2018 06/14/2019 \$3600 Title A

II Part

School leader, instructional teachers coach,

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

Activity - Use of Manipulatives Activity

Type

Strategy 4: "Classroom Instruction that Works" - Teachers will continue to utilize the book, "Classroom Instruction that Works" to allow the teachers to increase their skill set for teaching. Category: Social Studies Research Cited: "Classroom Instruction that Works" Marzano Tier: Tier 1

Tier Phase Begin Date End Date Resource

Source Of

Staff Assigned

Funding

Responsible Using increase maps, proficiency atlases, of globes, community, and other state, interactive country, and sources global to awareness.

Direct Instruction

07/02/2018 06/14/2019 \$8000 Title A

I Part

Teachers, Para- Educators, Administration, Support Staff

Activity - Book Study Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible The teaching staff along with administration will participate in a book the classroom. study that allows The strategies the teachers will be to monitored increase their in the

skill set in

classroom. For the 2016-2017 school year, we will be working on Taking", "Non-Linguistic "Objectives Representation", and Feedback" "Summarizing and "Homework and and

Note-

Practice".

Professional Teacher

Learning,

Collaboration

Tier 1 Monitor 07/02/2018 06/14/2019 \$1500 Section 31a Teachers,

School Leader, Instructional Coach

Single Building District Improvement Plan Saginaw Preparatory Academy

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

Measurable Objective 1: 25% of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Black or African-American, Asian, White, Economically Disadvantaged, Native Hawaiian Gifted or Other and Pacific Talented, Islander Hispanic students or Latino, will demonstrate Students with a proficiency Disabilities, within English their Learners, grade level Two in or Science More Races, by 06/16/2017 American as Indian measured or Alaska by Grade Native Level and 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. Category: Research Cited: Marzano, A Handbook for Classroom Instruction that Works Tier:

Activity - Laboratory Investigations Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible Students in all grade levels will participate in hands-on science

Other 07/02/2018 06/14/2019 \$14910 Title IV Part

eneral activities in a laboratory setting.

A, Part Title A

I

education teachers, para- educator, special education teacher, Title 1 teacher, instructional coach

Activity - Off Campus Learning Activities Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible

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Single Building District Improvement Plan Saginaw Preparatory Academy

Students facilities.

will participate in hands- on activities at other learning

Field Trip 07/02/2018 06/14/2019 \$2000 Title A

I Part

General education teachers, para- educators, special education teachers, Title 1 teacher, and instructional coach.

Activity - Use of Technology Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Technology will be used to enhance the instruction delivery of Technology 07/03/2017 06/15/2018 \$8000 General

General science.

Fund

education teachers, para- educators, special education teachers, Title teacher,

1

and instructional coach.

Activity - Increasing Teacher Knowledge and hands-on

Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff engaging activities

Type

Assigned

Funding

Responsible Teachers will participate in a professional learning related to Professional

Tier 1 Implement 07/02/2018 06/14/2019 \$3600 Title II Part

School increasing teacher knowledge and hands on activities.

I Learning

A

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

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Single Building District Improvement Plan Saginaw Preparatory Academy

Activity - Career Readiness in Science Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Students will also interact with professionals within the scientific community through field studies (local community resources), in virtual class field experiments, studies.

presentations / demonstrations and

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All Staff members are responsible

Activity - Making Science Real Life hooked with the NGSS standards

Other 07/02/2018 06/14/2019 \$4500 General

Fund

Staff Responsible Teachers will participate in a professional learning geared to implementing the new Michigan Science Standards.

Activity

Tier Phase Begin Date End Date Resource

Source Of Type

Assigned

Funding

Academic

Tier 1 Monitor 07/02/2018 06/14/2019 \$2000 Section 31a instructiona Support Program

I admin staff,

Strategy 3: Using Multiple Intelligences - Teachers will include the use of multiple intelligences. Category: Research Cited: Marzano, A Handbook For Classroom Instruction That works. Tier:

Activity - Discovery Streaming Plus Activity

Type

Strategy 4: Book Study - Teachers will participate in a book study to increase their skill set related to teaching.

Staff Responsible Teachers will incorporate Discovery Streaming Plus to enhance our science instruction.

Tier Phase Begin Date End Date Resource

Source Of Assigned

Funding

Technology 07/02/2018 06/14/2019 \$3000 Title I Part

All A

teachers, Instructional Coach, and Staff.
support

Activity - Health and Nutrition Activity

Staff Type

Responsible Students will engage in kinesthetic and other cardiovascular activities that promote a healthy lifestyle.

Tier Phase Begin Date End Date Resource

Source Of Assigned

Funding

Other 07/02/2018 06/14/2019 \$1000 General

All staff. Fund

Activity - Logical Reasoning Activity

Type

Staff Responsible Students will participate in whole group discussion and independent activities.

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Direct

07/02/2018 06/14/2019 \$0 No Funding

All staff

Instruction

Required

members.

Single Building District Improvement Plan Saginaw Preparatory Academy

Category: Science Research Cited: "Classroom Instruction that Works" Marzano Tier: Tier 1

Activity - "Classroom Instruction that Works" Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Staff Responsible Teachers will participate in a book study working with "Classroom Instruction that Works" by Marzano. The teachers will school be looking year, "Non-Linguistic at the following Representation", strategies during Summarizing the 2016-2017 and Note-Taking", "Objectives and Feedback", and "Homework and Practice".

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

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. Category: Tier: Tier 2

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Professional Learning, Teacher Collaboration

Tier 1 Monitor 07/02/2018 06/14/2019 \$1500 Section 31a Teachers, school leader, instructional coach

Measurable Objective 1: demonstrate a behavior in overall positive behavior patterns by 06/16/2017 as measured by number of discipline referrals.

Activity - Behavior Support Staff including Behavior

Activity

Tier Phase Begin Date End Date Resource

Source Of

Behavior Interventionist and Social Worker

Type

Assigned

Funding

Responsible The risk students behavior to interventionist decrease chronic and social behavior worker patterns will work and with to at-

increase positive behavior within the school.

Behavioral Support Program

Tier 2 Implement 07/02/2018 06/14/2019 \$76696 Section 31a School

Leader, Behavior Interventionist, Social Worker

Activity - PBIS Supplies Activity

Tier Phase Begin Date End Date Resource

Source Of

Staff Type

Assigned

Funding

Responsible

Single Building District Improvement Plan Saginaw Preparatory Academy

In there order will to be assist a "store" the behavior allowing specialist the students and to social earn worker,

"character

Behavioral Support

Tier 1 Monitor 07/02/2018 06/14/2019 \$5005 Title Schoolwide

I

School leader, cash" when positive behavior is seen in the "at-risk" youth.

Program

, Title IV

behavior Part A

specialist, social worker

Activity - CHAMPS Professional Learning Activity

Staff Type

Responsibl e Professional CHAMPS 2 times learning during related the school to the implementation year as well as of

staff attendance at the MiBIsi conference.

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Tier Phase Begin Date End Date Resource

Source Of Assigned

Funding

Professiona l Learning,

Tier 1 Implement 07/02/2018 06/14/2019 \$5000 Section 31a School

Behavioral

Leader,

teachers,

Support Program

instructiona l coach

Activity - Classroom Management Professional Learning Activity

Staff Type

Responsibl e Teachers will participate in classroom management professional classroom.

learning in order to address any concerns in the

Tier Phase Begin Date End Date Resource

Source Of Assigned

Funding

Professiona

Tier 1 Monitor 07/01/2018 06/14/2019 \$5000 Title I

Administrati I

Learning

Schoolwide

on, instructiona l staff

Goal 6: All homeless/foster care students will have access to all school activities

Measurable Objective 1: collaborate to assure all involved parties can attend all school functions and daily activities. by 06/16/2017 as measured by the attendance and report card grades..

Strategy 1: Transportation - Students will be given transportation to and from school activities. Category: Other - Homeless/Foster Care Students Tier: Tier 1

Activity - Flexible bus routes Activity

Type

Staff Responsibl e Saginaw Preparatory will provide bus transportation to and from school to any number of homeless/foster care students. This surrounding will also area.

include routing buses to various shelters in the

Tier Phase Begin Date End Date Resource Assigned

Source Funding

Of

Other -

Tier 1 Implement 07/02/2018 06/14/2019 \$1800 General

School

Transportat

Fund

Leader, bus

ion

drivers, aides,

bus

homeless liason

Single Building District Improvement Plan Saginaw Preparatory Academy

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name Activity Description Activity

Tier Phase Begin Date End Date Resource

Staff Type

Assigned

Responsible Professional Conferences

Learning at

Section 31a

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Tier 1 Implement 07/02/2018 06/14/2019 \$3000 School leader, Saginaw ISD, teachers Instructional Cycle

Learning

Teachers them through will participate out the school in conferences year.

offered to

Professional Learning

Teachers session on will how be to given effectively a professional run an Instructional

learning

Evaluation, Curriculum

Tier 1 Implement 07/02/2018 06/14/2019 \$5000 School

leader, Learning Cycle in the classroom. They will look at

Developme

nstructiona how overall their school instruction year will has look to change like.

and what the

nt

I Teachers Coach,

Job Embedded Learning Teachers Township will teachers continue in order to work to continue with the Saginaw

to improve

Professional Learning,

Tier 1 Monitor 07/02/2018 06/14/2019 \$3000 Instructiona

Coach, the reading street program in their classrooms.

Curriculum

chool This at the includes Saginaw having Township the teachers Schools visit as well classrooms
as

Developme nt

Leader, Teachers, having the Saginaw Township teachers meet at

chool Saginaw Preparatory Academy

Improveme nt Facilitator

Activity Name Activity Description Activity

Staff Type

Responsibl e Increase Engagement Student with Resources

Tier Phase Begin Date End Date Resource Assigned

Resources working at their will be grade used level to ensure in order students to reach
are

Academic Support

07/02/2018 06/14/2019 \$1500 Instructiona

Staff, mastery.

Program

Instructiona l Support Coach,

Staff, School Leader

Single Building District Improvement Plan Saginaw Preparatory Academy

Use Support of Instructional

Staff

31a the guidance and Title and 1 staff the will supervision assist the of students general under

Academic Support

Tier 1 Monitor 07/02/2018 06/14/2019 \$80000 Instructiona

coach, teachers and administration to ensure

Program

araprofess interventions with fidelity.

are implemented as prescribed and

ional, and 31a

title

teachers, general education teachers Behavior Support Staff including Behavior Interventionist Social Worker

and

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Tier 2 Implement 07/02/2018 06/14/2019 \$76696 School

Leader, Behavior Intervention ist, Social Worker Best Practices in Reading

The behavior interventionist and social worker will

chronic

Behavioral work with at-risk students to decrease

school.

Support behavior behavior patterns within the and

to increase positive

Program

Tier 1 Monitor 07/02/2018 06/14/2019 \$5000 Teachers,

administrati on Professional Development on incorporating math foundations everyday teaching into

Teachers will participate in a professional learning

Academic pertaining classroom

to reading best practices in the

Support Program

Tier 1 Implement 07/02/2018 06/14/2019 \$2500 School

Leader, Instructional and
Coach

Instructional Staff Training for Math Concepts

Our professional staff and development school leadership on getting will engage a better
in

Professional Learning understanding of working in teaching math foundations continuing to to teach
students grade in level older concepts.

grades while

Tier 1 Implement 07/02/2018 06/14/2019 \$2000 Teaching

Staff, school leader, instructional coach "Classroom that Works"

Instruction

Teachers will participate in a professional learning

Professional activities strategies that that will will

assist assist them the teachers in learning in effectively

key

Learning

teaching the skills to the students with complete understanding. during the school Job year.

embedded will continue

Tier 1 Monitor 07/02/2018 06/14/2019 \$1500 Teachers,

school leader, instructional coach

Making Science Real Life NGSS hooked standards

with the

Teachers with "Classroom will participate Instruction in a that book Works" study by

working

Professional Learning, Marzano. The teachers will be looking at the

Teacher following year, "Non-Linguistic strategies

during Representation",

the 2016-2017 school

Collaboration Summarizing and Note-Taking", "Objectives and Feedback", and "Homework and
Practice". Teachers will participate in a professional learning

Academic

Tier 1 Monitor 07/02/2018 06/14/2019

\$2000 instructional geared Standards.

to implementing the new Michigan Science

Support Program

Admin staff,

Book Study The participate teaching in a staff book along study with that administration allows the

teachers

will

Professional Learning,

Tier 1 Monitor 07/02/2018 06/14/2019 \$1500 Teachers,

school to increase their skill set in the classroom. The

Teacher

leader, strategies the 2016-2017 will be school monitored year, in we the will classroom. be working For
on

Collaboration

Instructional Coach "Non-Linguistic Representation", "Summarizing and "Homework Note-Taking", and
Practice".

"Objectives and Feedback" and

Single Building District Improvement Plan Saginaw Preparatory Academy

Teachers individualized will offer instruction

Different through the plans after will school be developed program and tutoring implemented program Academic Support

07/02/2018 06/14/2019 \$47300 General

ducation and summer school program after examining Program

eacher, student performance data. para- educator, instructiona l school coach,

leader, assistant school leader CHAMPS Professional

Professional learning related to the Professiona

Tier 1

Implement 07/02/2018 06/14/2019 \$5000 School Learning implementation of CHAMPS 2 times during the l Learning,

eadar, school MiBIsi conference. year as well as staff attendance at the Behavioral Support

teachers, instructiona Program

l coach

Title I Part A

Activity Name Activity Description Activity

Staff Type

Responsibl e Teachers will offer individualized instruction

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Tier Phase Begin Date End Date Resource Assigned

07/02/2018 06/14/2019 \$30000 General

education teacher, para- educator, instructiona l coach, school leader, assistant school leader Use Magazine

of Junior Scholastic

Different plans will be developed and implemented

Academic through and summer the after school
school program program after tutoring examining
program

Support Program student performance data.

Students to look at will areas use outside Junior of Scholastic the city they as an live avenue in, the
Curriculum Developme

Tier 1 07/02/2018 06/14/2019 \$1000 School

eaders, students can use the activities in the magazine to
nt

nstructiona address real life experiences.

I Teachers Coach,

Single Building District Improvement Plan Saginaw Preparatory Academy

Teachers individualized will offer instruction

Different through the plans after will school be developed program and tutoring implemented program Academic Support

07/02/2018 06/14/2019 \$4000 General

ducation and summer school program after examining Program

eacher, student performance data.
para- educator, instructiona l school coach,

leader, assistant school leader Laboratory
Other 07/02/2018

06/14/2019 \$11000 General Investigations

education teachers, para- educator, special education teacher, Title teacher,
1

instructiona l coach Technology in the Classroom

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Students in all grade levels will participate in hands-on science activities in a laboratory setting.

Teachers will use technology on a weekly basis to Academic

07/02/2018

06/14/2019 \$40500 General enhance use Study instruction Island as in a tool mathematics. in the classroom

Teachers will Support Program

Education Teachers, Para- Educators, Resource Room Teachers, Title 1 Teachers, and Instructiona l Coach After School Tutoring Using our district set-aside to strengthen the

Tier 3 Implement 07/02/2018 06/14/2019

\$10000 School Response to Intervention program we will begin

eadar, an at-risk.

after-school tutoring program for students most

Instructiona l Staff, Support Staff Literacy Circles Students in the ELA classrooms will participate in literacy circles in order to become strong readers.

Academic Support Program

Curriculum

Tier 1 Implement 07/02/2018 06/14/2019 \$500 School Development
leader, Instructional Coach, Teachers

Single Building District Improvement Plan Saginaw Preparatory Academy

MobyMax Subscription Kindergarten MobyMax program through to 8th grade students will use extra the

learning

Academic Support

07/02/2018 06/14/2019 \$500 Teachers,

technology opportunities online in math.

Program

Team, Para- Educators, Instructional Coach Use of Instructional Support Staff

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Tier 1 Monitor 07/02/2018 06/14/2019 \$181075 Instructional paraprofess

coach,

Instructional, title and teachers,

31a

general education teachers Teachers individualized will offer

instruction

31a and Title 1 staff will assist the students under

Academic the teachers guidance and and

administration the supervision to ensure

of general

Support Program interventions are implemented as prescribed and with fidelity.

Different through the plans after will school be developed program and tutoring implemented program

Academic Support

07/02/2018 06/14/2019 \$15000 General

education and summer school program after examining

Program

teacher, student performance data.

para- educator, instructional school

coach,

leader, assistant school leader Use of Manipulatives Using maps, atlases, globes, and other interactive

07/02/2018

06/14/2019 \$8000 Teachers, sources to increase proficiency of community,

para- state, country, and global awareness.

Educators, Administration, Support Staff Discovery Streaming Plus

Direct Instruction

Technology 07/02/2018 06/14/2019 \$3000 All

teachers, Instructional Coach, and Staff.

support

Monitoring/Instructional Coach

Teachers will incorporate Discovery Streaming Plus to enhance our science instruction.

Monitor Tier 1 Monitor 07/02/2018 06/14/2019 \$55000 School

leader and instructional coach Pre/Post Test evaluation materials

The instruction instructional to maximize coach learning will monitor opportunities all tiers of

for students based on the examination of data.

Use of Pre/Post test evaluation will guide teachers

Evaluation 07/02/2018 06/14/2019 \$2000 Teachers,

as classroom.

to where the needs are for the students in the

Para- Educators, Administration, Staff

Support

Single Building District Improvement Plan Saginaw Preparatory Academy

Increased for R/R plan

collaboration

Teachers collaboration will time be provided outside with of the additional

normal work day

Implementa tion,

Tier 1 07/02/2018 06/14/2019 \$12200 School leader, to support the implementation of the R/R plan.

Teacher

general Collaborati on

instructiona l staff Enrichment Activities Students that will allow will participate students an in opportunity off-campus for

field studies

Field Trip 07/02/2018 06/14/2019 \$5000 Teacher,

ministrati enrichment in the areas of social studies.

n Students virtual environment.

will interactively visit other countries in a

Activities

Off Campus Learning

Students other learning will participate facilities.

in hands- on activities at

Field Trip 07/02/2018 06/14/2019 \$2000 General

education teahcers, para- educators, special education teachers, Title 1 teacher, and instructiona l coach.

General Fund

Activity Name Activity Description Activity

Type

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Staff Responsibl e Common Math Program Teachers common math in grades program K-5 aligned will use to MyMath, the common

a

core. Teachers in grades 6-8 will use Math Connect, common core.

a common math program aligned to the

Tier Phase Begin Date End Date Resource Assigned

07/02/2018 06/14/2019 \$12500 Instructiona

l Staff, Instructiona l Support Coach,

Readiness in

Academic Support Program

Students the scientific will community also interact through with professionals field studies

within

Other 07/02/2018 06/14/2019 \$4500 All members

Staff

(local community resources), in class experiments,

re presentations studies.

/ demonstrations and virtual field

responsible

Health and Nutrition Students cardiovascular will engage activities in kinesthetic that promote and a other

healthy lifestyle.

Other 07/02/2018 06/14/2019 \$1000 All staff.

Curriculum Crafter Teachers will use Curriculum Crafters to help align

Technology 07/02/2018 06/14/2019 \$8500

Instructiona lesson plans.

I Coach, Teachers

Single Building District Improvement Plan Saginaw Preparatory Academy

Flexible bus routes Saginaw transportation Preparatory to and from will provide school bus to any number of

Other Transportat

-

Tier 1 Implement 07/02/2018 06/14/2019 \$1800 School

leader, bus homeless/foster care students. This will also ion

rivers, bus include surrounding routing area.

buses to various shelters in the

aides, homeless liason Teachers will use a wide range of assessments

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Teachers will use various forms of assessments to

Academic

07/02/2018

06/14/2019 \$9000 General monitor student achievement and guide

Support

ducation instruction.

Program

teachers, para- educators, resource room teachers, Title teachers,

1

Instructional Coach Use of Technology Technology will be used to enhance the instruction

Technology 07/03/2017 06/15/2018 \$8000 General

delivery of science.

education teachers, para- educators, special education teachers, Title 1 teacher, and instructional coach.

No Funding Required

Activity Name Activity Description Activity

Staff Type

Responsible Complete Walkthroughs and Feedback

Provide Timely

Tier Phase Begin Date End Date Resource Assigned

07/02/2018 06/14/2019 \$0 School

leader instructional

and

coach Common Core Implementation

The Instructional Coach will ensure students are

Academic receiving being used a quality by all
teachers education to and make strategies a connection
are

Support Program with the students. Instructional staff will adapt and teach the
Academic

07/02/2018

06/14/2019 \$0 Instructiona common core standards and show evidence

Support

Coach, through lesson plans, pacing and mapping guides.

Program

School Leader, Instructiona l Staff

Single Building District Improvement Plan Saginaw Preparatory Academy

"Classroom that Works"

Instruction

Teachers on specific will skills participate related to in teaching. a book study In the working 2016-

Professiona I Learning,

Tier 1 Monitor 07/02/2018 06/14/2019 \$0 Teachers,

chool 2017 school year, the teachers will be working on

Teacher

eaders, "Non-Linguistic and Note-Taking", Representation", "Objectives and Summarizing Feedback",

Collaborati on

Instructiona I Coach and Homework and Practice". Teachers will incorporate Learning Cycle the strategies process.

into the Instructional

60 instruction

minutes of math

Teachers instruction will and write activities lesson for plans 60 minutes that include of math.

Academic Support

07/02/2018 06/14/2019 \$0 General

ducation During this activity, teachers will provide students

Program

eachers, with concepts, consistent as well materials as access to ensure to computers mastery and of para- educators, software, manipulatives, interactive white board

esource activities. coach monitor The school lesson leader plans and and conduct instructional

room teachers, classroom walkthroughs to ensure that activities in

nd Title 1 the implemented 60 minutes in of an math effective instruction and orderly are being manner.

teachers

Logical Reasoning Students and independent will participate activities.

in whole group discussion

07/02/2018 06/14/2019 \$0 All members.

staff

Small Group Instruction Teacher in small group and paraprofessional or one on one setting work with during students

Drop Everything And Read. Beginning with word study and contrasting including text.

comprehension and comparing and

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Direct Instruction

07/02/2018 06/14/2019 \$0 Instructiona

I staff and paraprofessionals

Cooperative Learning Students assistance, will using work in hands-on large and activities.

small group with

Academic Support Program

Implementa tion

07/02/2018 06/14/2019 \$0 General

education teachers, paraprofessional, support staff, special education teachers, RTI support, Title teachers, I

Foster Grandparents.

Title I Schoolwide

Activity Name Activity Description Activity

Type

Tier Phase Begin Date End Date Resource Assigned

Staff Responsible

Single Building District Improvement Plan Saginaw Preparatory Academy

Classroom Professional Management

Learning

Teachers management will participate professional in learning classroom in order to

Professiona I Learning

Tier 1 Monitor 07/01/2018 06/14/2019 \$5000 Administrati

n, address any concerns in the classroom.

instructiona I staff PBIS Supplies In order to assist the behavior specialist and social worker, students there to earn will "character be a "store" cash" allowing when the positive behavior is seen in the "at-risk" youth.

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Behavioral

Tier 1 Monitor 07/02/2018 06/14/2019 \$1500 School Support Program

leader, behavior specialist, social worker

Title IV Part A

Activity Name Activity Description Activity

Type

Title II Part A

Staff Responsibl e Enrichment Activities Students will participate in off-campus field studies that will allow students an opportunity for enrichment Students will in interactively the areas of visit social other studies.

countries in a virtual environment.

Tier Phase Begin Date End Date Resource Assigned

Field Trip 07/02/2018 06/14/2019 \$750 Teacher,

Administrati on

PBIS Supplies In order to assist the behavior specialist and social

worker, there will be a "store" allowing the students behavior to is seen earn "character in the "at-risk" cash" youth.

when positive

Tier 1 Monitor 07/02/2018 06/14/2019 \$3505 School leader, behavior specialist, social worker Laboratory Investigations

Behavioral Support Program

Students in all grade levels will participate in

Other 07/02/2018 06/14/2019 \$3910 General hands-

on science activities in a laboratory setting.

education teachers, para- educator, special education teacher, Title 1 teacher, instructional coach

Activity Name Activity Description Activity

Tier Phase Begin Date End Date Resource

Staff Type

Assigned

Responsible

Single Building District Improvement Plan Saginaw Preparatory Academy

Best Classroom

Practices in the

Teachers practices in and the staff classroom will be trained and what on exactly best that

Professiona I Learning

Tier 1 Implement 07/02/2018 06/14/2019 \$3600 School leader, should look like when being observed. instructiona I teachers coach,

Increasing Knowledge Teacher

and hands- on engaging activities

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Tier 1 Implement 07/02/2018 06/14/2019 \$3600 School

Leader, Instructiona I Teachers Coach,

Engagement Classroom

in the

Teachers related to will increasing participate teacher in a professional knowledge and learning

Professiona I Learning hands on activities.

Tier 1 Implement 07/02/2018 06/14/2019 \$3600 School

Leader, Instructiona I Teachers Coach,

Instructional training

Leadership

Staff related will to participate engagement in a in professional the classroom learning and how

Professiona I Learning to make that happen.

Research second most confirms influential that factor strong for leadership improving

is the

Professiona I Learning

Tier 1 Implement 07/02/2018 06/14/2019 \$0 School

eader and schools. In order to sharpen leadership skills that

nstructiona support school improvement, proper implementation the school of leader strategies and for

I Coach

instructional coach will participate in monthly trainings school leadership. that focus These on key practices practices will for effective

center around: establishing high expectations for all, create cultivate a climate leadership that in is others, conducive improve to learning, instruction, and manage people, data, and processes.