



Single Building District Improvement Plan

Saginaw Preparatory Academy

Saginaw Preparatory Academy

James Kenney
5173 Lodge St
Saginaw, MI 48601-6829

TABLE OF CONTENTS

Introduction	1
Improvement Plan Assurance	
Introduction	3
Improvement Plan Assurance	4
Improvement Plan Stakeholder Involvement	
Introduction	6
Improvement Planning Process	7
Title I Schoolwide Diagnostic	
Introduction	9
Component 1: Comprehensive Needs Assessment	10
Component 2: Schoolwide Reform Strategies	16
Component 3: Instruction by Highly Qualified Staff	19
Component 4: Strategies to Attract Highly Qualified Teachers	20
Component 5: High Quality and Ongoing Professional Development	22
Component 6: Strategies to Increase Parental Involvement	23
Component 7: Preschool Transition Strategies	27
Component 8: Teacher Participation in Making Assessment Decisions	28
Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards	29

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources... 31

Evaluation:..... 33

SPA Improvement Plan 2019 - 2020

Overview..... 35

Goals Summary..... 36

Goal 1: All students at Saginaw Preparatory Academy will demonstrate proficiency in science..... 37

Goal 2: All students at Saginaw Preparatory Academy will demonstrate proficiency in social studies..... 37

Goal 3: Saginaw Preparatory Academy will develop and maintain a school culture that fosters learning, engagement and achievement..... 38

Goal 4: All Students at Saginaw Preparatory Academy will demonstrate proficiency in ELA..... 40

Goal 5: All Students at Saginaw Preparatory Academy will demonstrate proficiency in mathematics..... 44

Activity Summary by Funding Source..... 47

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.

Improvement Plan Assurance

Introduction

During the 2018-2019 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.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	Saginaw Preparatory Academy continues to use the ASSIST framework.	

Improvement Plan Stakeholder Involvement

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.

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.

Stakeholders are engaged in school's improvement process in a variety of ways. Staff members are automatically incorporated in the process. Staff members participated in the improvement process through monthly meetings, surveys, and subject area specialties. Non-staff stakeholders are informed and encouraged to participate in the improvement process through: school-wide events, digital dialers, school calendars, and board meetings. Meetings are scheduled on different dates and times throughout the calendar year to accommodate for all stakeholders varying schedules.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Parents: As their schedule permits, parents were encouraged to participate in the process of building our improvement plan through sharing their knowledge and input.

Board Members: As their schedule permits, members were encouraged to participate in the process of building our improvement plan through sharing their knowledge and input.

Teachers: All grade level teachers are included in assessing current programs and practices. They help identify goals and strategies to be built in our improvement plan.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The SIP is communicated to the board members and any other stakeholders in attendance at our July board meeting. Final improvement plan is shared with staff in early August when they return. Parents and community are informed of our SIP at our Fall kickoff event. During our monthly SIP meetings, all stakeholders are informed of our progress and any updates.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted by a variety of stakeholders which included the school leader, instructional coaches, teachers, support staff, office staff, students, and parents. Data was reviewed and discussed collectively during team meetings, staff meetings, and professional development sessions to review and analyze M-STEP and MAP results. Survey's were conducted and analyzed throughout the school year, and the results were reported back to stakeholders through meetings and school-wide events.

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

The comprehensive needs assessment process identified our current strengths as well as needs. Through this process we have a better understanding of the school trends in data over the last few years. Below are the main data pieces we collected and analyzed through the CNA process.

M-STEP Data

Overall proficiency in 15-16 was at 19%, with 27% of our students reaching proficiency in ELA and 11% in math. Specifically for ELA, data shows that our 8th graders were performing at double the rate of all other grade levels, while math showed similar results across grade levels. The trend from 15-16 data to 17-18 data shows that, as a whole, our school has been in a decline. Within the 16-17 year we show a reduction of our students proficient in ELA drops from 27% to 15%, while math showed a slight decline from 11% to 10%. Most concerning is our overall percentage of proficient students dropped from 19% to 12% within that one year. 17-18 continues to show a 3% decline in ELA proficiency, however our math proficiency did increase from 10% to 13% overall. Demographically, we serve a high needs and economically disadvantaged population with majority of our students qualifying for free and reduced lunch.

17 -18:

3rd: 10% (ELA) 17% (Math)

4th: 12% (ELA) 17% (Math)

5th: 13% (ELA) 13% (Math)

6th: 10% (ELA) 10% (Math)

7th: 13% (ELA) 8% (Math)

8th: 15% (ELA) 12% (Math)

Average: 12% ELA 13% Math

Overall: 13%

16-17:

3rd: 8% (ELA) 8% (Math)

4th: 11% (ELA) 14% (Math)

5th: 21% (ELA) 8% (Math)

6th: 14% (ELA) 7% (Math)

Single Building District Improvement Plan

Saginaw Preparatory Academy

7th: 12% (ELA) 12% (Math)

8th: 21% (ELA) 9% (Math)

Average: ELA 15% Math 10%

Overall: 12%

15-16:

3rd: 29% (ELA) 20% (Math)

4th: 31% (ELA) 9% (Math)

5th: 14% (ELA) 7% (Math)

6th: 26% (ELA) 11% (Math)

7th: 19% (ELA) 8% (Math)

8th: 43% (ELA) 13% (Math)

Average - ELA 27% Average - 11%

Overall Average - 19%

For science and social studies, our students performed below 5% proficiency rates over the last few years.

M-STEP data conclusion:

Based on the data we have analyzed, we have concluded that there is a large need to shift our resources to meet the needs of our students. Weekly coach meetings are being established to provide support for our teachers to provide high quality differentiated lessons. Monthly PLC meetings will provide opportunity to analyze the current data trends, as well as create our instructional learning cycles to improve the overall effectiveness of our curriculum and instruction. Lesson plans and observations will be used consistently to provide feedback. Quarterly benchmark assessments in math and ELA as well as progress monitoring between school-wide benchmark assessments to provide immediate feedback on our process and progress.

NWEA Data

In reading, comparison median RIT scores from 15-16 to 18-19:

K - 152 to 173

1 - 167 to 176

2 - 176 to 186

3 - 191 to 193

4 - 197 to 198

5 - 197 to 204

6 - 202 to 208

7 - 206 to 204

8 - 216 to 210

In math, comparison median RIT scores from 15-16 to 18-19:

K - 152 to 174

1 - 170 to 183

2 - 182 to 196

3 - 196 to 197

Single Building District Improvement Plan

Saginaw Preparatory Academy

4 - 203 to 202

5 - 204 to 214

6 - 202 to 207

7 - 208 to 208

8 - 214 to 210

In reviewing this comparison data, we have identified a slight increase from our 15 -16 school year to 18-19 school year in median RIT scores. Specifically, grades K - 2 grew at a higher rate than the rest of the school, while our 7th and 8th grade data showed a slight decrease in median RIT scores.

According to NWEA math data from Spring 2019:

Kindergarten: 2% of students were below grade level, 29% were on grade level, 68% above grade level

1st Grade: 32% of all students were below grade level, 49% were on grade level, 19% above grade level

2nd Grade: 38% were below grade level, 45% were on grade level, 17% were above grade level

3rd Grade: 67% of all students are below grade level, 26% were on grade level, 7% were above grade level

4th Grade: 78% of all students are below grade level, 22% were on grade level, 0% were above grade level

5th Grade: 64% of all students were below grade level, 35% were on grade level, 0% were above grade level

6th Grade: 90% of all students are below grade level, 9% were on grade level, 0% were above grade level

7th Grade: 95% of all students are below grade level, 5% were on grade level, 0% were above grade level

8th Grade: 85% of all students are below grade level, 15% were on grade level, 0% were above grade level

Over 50% of students in grades K - 2 are at or above grade level proficiency, however 3 - 8 show a sharp decline in overall students proficient in math. Students in 4 - 8 had no students above grade level and the large majority of students fell below grade level.

According to NWEA reading data from Spring 2019:

Kindergarten: 5% of all students are below grade level, 30% were on grade level, 65% were above grade level

1st Grade: 49% of all students are below grade level, 38% were on grade level, 14% were above grade level

2nd Grade: 54% of all students are below grade level, 39% were on grade level, 7% were above grade level

3rd Grade: 59% of all students are below grade level, 37% were on grade level, 4% were above grade level

4th Grade: 81% of all students are below grade level, 16% were on grade level, 3% were above grade level

5th Grade: 64% of all students are below grade level, 37% were on grade level, 0% were above grade level

6th Grade: 70% of all students are below grade level, 30% were on grade level, 0% were above grade level

7th Grade: 79% of all students are below grade level, 22% were on grade level, 0% were above grade level

8th Grade: 63% of all students are below grade level, 33% were on grade level, 5% were above grade level

Reading data shows that over 50% of all students fell below grade level, while Kindergarten out performed the entire school by having 95% of students on or above grade level.

Interim Self-Assessment (Survey Data)

Staff perception data had an overall score of 4.16, indicating that staff agreed or strongly agreed in all 5 standard areas. Student perception data had an overall score of a 3.49, with governance and leadership as well as resources and support systems being identified as the most in need areas. Parent feedback was overall positive. Areas that were identified as a need were: better communication for in school activities and events, more after-school opportunities for students, and better understanding of content their students are receiving.

Single Building District Improvement Plan

Saginaw Preparatory Academy

Demographics

Saginaw Preparatory Academy has an enrollment of 308 students in grades K - 8, plus an additional 16 pre-k students. Our student population identifies as 85.39% African American, 10.71% Hispanic/Latino, 3.57% Two or more races, .32% White. 97.08% of our students are identified as economically disadvantaged. Annual attendance rate was 90.72%, while 36.6% of our students were identified as chronically absent. About 12.99% of our student population has been identified as disabled and has a current IEP.

Staff at Saginaw Preparatory Academy:

- 1 pre-k teacher
- 1 pre-k assistant teacher
- 2 kindergarten teachers
- 2 first grade teachers
- 2 second grade teachers
- 2 third grade teachers
- 2 fourth grade teachers
- 2 fifth grade teachers
- 1 middle school math
- 1 middle school ELA
- 1 middle school science
- 1 middle school social studies
- 2 special education teachers
- 1 physical education teacher
- 1 art teacher
- 4 Title 1 / 31a / 21h Teachers
- 8 Para-professionals
- 9 Transportation Aides
- 2 Behavior Interventionists
- 1 Social Worker
- 1 Food Service Director
- 2 Food Service Staff
- 2 Custodians
- 1 Office Manager
- 1 Instructional Coach
- 1 School Leader

Experience levels for teachers:

- 0 - 3 years - 6 teachers
- 4 - 8 years - 7 teachers
- 9 - 15 years - 2 teachers
- 15+ years - 3 teachers

Overall Conclusions

Single Building District Improvement Plan

Saginaw Preparatory Academy

For our growth and achievement data, we concluded comparing M-STEP data to the state average and Map data to the national average we are below average for both. Based on these results, we will work to strengthen and enhance our tier I instruction, while utilizing and analyzing classroom data to provide sufficient progress monitoring for our students. Improving communication through weekly and monthly planning sessions with coaches and administration. Perception results from our staff, students and parents was overall positive, but provides us with necessary guidance on the direction we need to head in and aligns to our steps moving forward. Demographically, we serve a high need high economically disadvantaged population and we to improve our classroom management practices to support our curriculum and instruction.

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.

Our school goals are created using the results from the M-STEP and MAP and identifying the areas of need. We will align our goals based on our priority needs.

Student Achievement Goals

1. All students at Saginaw Preparatory Academy will demonstrate proficiency in ELA.
2. All students at Saginaw Preparatory Academy will demonstrate proficiency in math.
3. All students at Saginaw Preparatory Academy will demonstrate proficiency in science.
4. All students at Saginaw Preparatory Academy will demonstrate proficiency in social studies.
5. Saginaw Preparatory Academy will develop and maintain a school culture that fosters learning, engagement, and achievement.

We will support increased achievement through:

- specific objectives for students with disabilities.
- Focused approach to promoting a positive and engaged school culture.
- Utilizing evidenced based strategies.
- Strengthening tier I standards-based instruction in ELA and math with curriculum maps.
- Data-driven instruction
- Academic interventions at all tiers.

Professional developments will address the following areas:

- Need-based instructional coaching
- High-yield instructional strategies
- Text-Dependent Analysis
- Standards-based instruction
- Instructional learning cycle
- Differentiation in the classroom
- teamwork and communication
- Restorative circles

Students with disabilities subgroup are served by our special education and classroom teachers. They will collaborate weekly to review each

students progress towards meeting their IEP goals.

Our bottom 30% subgroup are served by our classroom teachers, title I teachers, and para-professionals. Instruction is data-driven and differentiated to meet the individual needs of our students. Small group and individualized interventions are provided by our title I teachers. Progress is measured school-wide 3x per year benchmarks, and additional progress monitoring based on the determined needs of individual students.

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?

Our goals that we have created are based on M-STEP and Map assessment data, while also taking in to consideration the process, perception, and demographic data. The goals address the the needs of all students through the implementation of effective tier I instruction, as well as addressing specific interventions for tier II and tier III students. Specific objectives have been developed for ELA and math to focus on the progress of students with disabilities. School-wide culture goal is based on our demographic and perception data, with an end focus of increasing student achievement.

Component 2: Schoolwide Reform Strategies

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

The comprehensive school-wide reform strategy of Multi-Tiered Systems of Support provides the framework for the three tiers of academic instruction.

Tier I is inclusive of all students and provides on-level curriculum aligned to state standards and the common core curriculum. Throughout the year teachers and coaches will collaboratively evaluate data to help teachers differentiate instruction to meet the needs of most students.

Tier II focuses on interventions within the classroom. Para-professionals work collaboratively with the classroom teacher to provide support for teacher-led instruction. Providing small group or one-on-one support for teacher created activities or web-based programs that provide individualized learning goals for students.

Tier III focuses on our highest needs students. Interventions are provided by Title I teachers in either a push-in or pull-out setting. Students are diagnostically assessed to determine the core reading or math issues and appropriate leveled progress monitoring tracks growth.

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).

MTSS and related strategies provided are research based. Through this process, tier I instruction is developed using pacing guides, curriculum maps, weekly lesson plans, weekly coach meetings, and common planning time, which in turn provides high quality content for instruction. During these meetings, grade level teachers can collaboratively analyze the data to compare growth targets. Classroom teachers will have ample time to provide instruction with 90 minutes provided for ELA and math in grades K - 5 and 75 minutes in grades 6 - 8. Utilizing Para-professionals during instruction times allows for small groups and better differentiation to meet students in both tier I and tier II. Tier III interventions will take place within and outside of the classroom and will be provided by Title I teachers. These interventions will focus on math and reading, with an emphasis on meeting the students where they are currently. Students will be monitored for progress to ensure that their individual needs are being met.

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

Our CNA identified we were low in all areas, most critically reading and math, so we selected a the Multi-Tiered Systems of Support model to best reach students functioning in all levels. MTSS will also support growth in science and social studies because of an intentional focus on integration of non-fiction reading into all tiers of intervention. The research based strategies in the school-wide plan align with the findings of the comprehensive needs assessment in the following ways:

High-Quality Tier I Instruction is a critical component of an effective MTSS model. Because of the low achievement results in all content

Single Building District Improvement Plan

Saginaw Preparatory Academy

areas, we determined that the most effective strategy is to ensure high-quality Tier I instruction. An intensive focus is being placed on developing and sustaining systems that address high-quality, differentiated Tier I instruction. Through this process we will meet the needs of the majority of our students. By providing common-core aligned curriculum and standards based instruction as a foundation for teachers, they are able to focus their valuable time and energy on differentiating Tier I instruction to meet the diverse needs of their students. An intentional focus on informational text strengthens student reading and comprehension skills and improves ELA proficiency that will in turn support higher achievement levels in all other content areas, including science and social studies. The Tier II interventions are based on each student's NWEA MAP, and AIMSWeb data. They are generally conducted in a small group center format and are provided by classroom teachers and para-professionals.

Tier II interventions focus on supporting students who are 1-2 years behind and specifically address the skill gaps that prevent students from successfully in attaining grade level content.

Tier III interventions are provided by Title I teachers. Individualized interventions are selected to meet the needs of our most at-risk students and are specifically focused on bringing students closer to grade level.

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.

Tier III interventions are provided for our students who need the most instructional support. Tier III interventions are implemented by our Title I teachers and provide targeted support based on NWEA MAP, AIMSWeb and other diagnostic assessment data. Generally, Tier III interventions focus on phonics, phonemic awareness, fluency and math computation skills that impact future learning in all content areas. Tier III interventions include: Reading A-Z leveled readers with weekly progress monitoring, Moby Max, Lexia and targeted focus on specific math skills (i.e. - adding with regrouping, place value to 1000, multiplying thru 4's, etc...).

Tier II interventions are provided for our students who are not currently attaining proficiency at grade level, but are not more than two to three years behind (depending on grade level). Tier II interventions are provided by classroom teachers and para-professionals in a small group format and generally occur inside the classroom. Teachers prepare interventions based on the NWEA MAP and AIMSWeb assessments. Tier II interventions focus on core reading and math skills in the lower elementary grades and then transition to focusing on more specific reading and math skills and standards at the upper elementary, middle and high school levels. Reading A-Z leveled readers with bi-weekly progress monitoring, Moby Max, and Lexia.

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

Saginaw Preparatory Academy determines that the needs of our lowest performing students are being met through the CAT (collaborative action team) process. To identify if a student is at risk we first look at the state assessment and our bottom 30%, then our NWEA MAP and AIMSWeb interim assessments, grade level common assessments and feedback from the teacher(s) and parent. Our team then determines based on the scores, teacher recommendations, etc. which are the lowest students that need to be served. Review progress monitoring results, as well as any updated benchmark testing data. Students who demonstrate considerable progress may be transitioned to Tier II classroom-based interventions. Students who after an extended period of time are not making adequate gains may be referred for special education testing.

Component 3: Instruction by Highly Qualified Staff

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

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	No	No, due to the current teacher shortage in Michigan a handful of teachers are currently not highly qualified. All non-HQ teachers are certified as long-term subs and most are completing accelerated certification residency program this current school year or next school year.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was a 15% turnover rate for the 2018 - 2019 school year due to a transition in leadership. However, Saginaw Preparatory Academy anticipates a 10% turnover rate for the 2019 - 2020 school year.

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

Years of experience:

0 - 3: 33%

4 - 8: 39%

9 - 15: 11%

15+: 17%

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

Saginaw Preparatory Academy is committed to hiring and retaining high-quality, highly qualified teachers. Teachers are provided a positive working environment that encourages participation in the decision making process. The building is safe and all staff are trained in emergency procedures. Teachers are provided a wide variety of professional developmental opportunities.

ATTRACT: Our management company, Leona Group, partners with various universities to recruit and hire high quality, highly qualified teachers.

ATTRACT: Competitive salaries are offered along with fringe benefits and bonuses when hiring new staff.

ATTRACT: New teachers are offered the New Teacher Academy through Leona group.

ATTRACT: We offer ongoing and job embedded professional development opportunities to attract teachers.

ATTRACT: We offer a safe building and all of the staff are trained in emergency procedures.

ATTRACT: We provide a positive work environment which promote teacher growth.

ATTRACT: We provide various opportunities for leadership within the school, such as School Improvement.

RETAIN: We offer staff raises and bonuses, with their competitive salary.

RETAIN: We work diligently to improve or school climate and culture to retain highly qualified teachers.

RETAIN: We maintain a safe building and provide training for staff in emergency procedures.

RETAIN: Staff receive professional development opportunities often, and are provided with ongoing job embedded professional PD in the form of an Instructional Coach.

RETAIN: Teachers are offered leadership opportunities within the School Improvement process

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

Saginaw Preparatory Academy is a single building district. The initiatives used by the academy and the district are the same:

ATTRACT: Our management company, Leona Group, partners with various universities to recruit and hire high quality, highly qualified teachers.

ATTRACT: Competitive salaries are offered along with fringe benefits and bonuses when hiring new staff.

ATTRACT: New teachers are offered the New Teacher Academy through Leona group.

ATTRACT: We offer ongoing and job embedded professional development opportunities to attract teachers.

ATTRACT: We offer a safe building and all of the staff are trained in emergency procedures.

ATTRACT: We provide a positive work environment which promote teacher growth.

ATTRACT: We provide various opportunities for leadership within the school, such as School Improvement.

RETAIN: We offer staff raises and bonuses, with their competitive salary.

RETAIN: We work diligently to improve or school climate and culture to retain highly qualified teachers.

RETAIN: We maintain a safe building and provide training for staff in emergency procedures.

RETAIN: Staff receive professional development opportunities often, and are provided with ongoing job embedded professional PD in the form of an Instructional Coach.

RETAIN: Teachers are offered leadership opportunities within the School Improvement process.

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?

One initiative the school has implemented to attempt to lower the turnover rate is by improving our schools' climate and culture. Teachers are given more frequent opportunities to meet with school leadership to discuss their successes, challenges and concerns. We have also been providing more in depth job-embedded PD by utilizing the Instructional Coaches to help teachers improve upon their weakness and celebrate their successes within the classroom. This approach is helping our teachers understand that this is a growth process to identify instructional strengths and weaknesses.

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.

During the 2018-2019 school year, the academy will focus on professional development about the MTSS model, standards-based instruction and the instructional learning cycle, data analysis, and use formative assessment and developing and sustaining a positive classroom & school climate and culture.

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

Professional development is sustained and ongoing. Substantial professional development is provided up-front in August and then monthly throughout the year. Teachers also participate in PD sessions during weekly coach meetings and monthly PLCs. The teacher leader team, school leader and instructional coaches will monitor and review implementation during bi-weekly meetings.

Professional Improvement Plans are developed with teachers who are not meeting standards in any area. Our instructional coaches works closely with those teachers to measure the progress being made on those plans.

Outside presenters are available for follow-up via phone and e-mail to reinforce teacher learning and implementation of concepts.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	The academy's tentative professional learning plan for the 2019-2020 school year is attached.	19-20 PD Plan

Component 6: Strategies to Increase Parental Involvement

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

Saginaw Preparatory Academy encourages parents to be involved in all aspects of their child's education. Parents are involved in the design of the school-wide plan by participating in surveys and informational/open feedback sessions. 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 will be involved in the implementation of the school-wide plan through their participation in parent group meetings, curriculum nights and at school-wide events during and after school. Parents interested in volunteering will be provided opportunities that involve them at their comfort level. Surveys will ask for their feedback specific to the culture, curriculum, instruction and assessment components of the school-wide plan.

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

At the end of the year we will invite parents to participate in a review session about the overall effectiveness of the plan and proposed changes for the next school year.

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

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, benchmarks, formative and summative assessments) shared with parents at conferences

Single Building District Improvement Plan

Saginaw Preparatory Academy

- 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

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.

The school will conduct, with the involvement of parents, an annual evaluation of the contents and effectiveness of the parental involvement plan on improving the academic quality and reducing the barriers to support greater parent participation. Parents, staff and other stakeholders complete surveys and participate in meetings where academic, process and perception data is reviewed and the plan is evaluated.

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

The results will be used as we continue to improve the Title I school-wide program. During the 2019-2020 school year, additional family activities will further develop parent understanding of grade level expectations and provide opportunities for students and their families to learn together.

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

The school-parent compact (agreement) was developed based on feedback from parents, staff and academy leadership. It is reviewed annually and adjustments are made as needed.

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

The compact (agreement) is reviewed at conferences and individualized goals are established based on the student's current achievement and behavioral data. During the spring conferences, the compact is reviewed and all parties evaluate what progress has been made towards the student achieving their goals.

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

The same format is used during conferences with our middle school students.

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

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

Parents are informed of their child's academic assessment results through the use of report cards, progress reports, parent-teacher conferences and M-STEP progress reports. Distribution of the M-STEP results is coordinated with the parent group meeting, so parents can receive their child's scores and academy staff is on-hand to address concerns or answer any questions. Parents of students with disabilities also receive a copy of their child's IEP and attend meetings to review the plans and its goals. All communication, both in writing, and face-to face, is in a format and language that the parents can understand. Forms that may be challenging to interpret are reviewed at conferences or parent meetings with the support of the school staff.

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. Saginaw Preparatory provides a grant-funded 4 year-old preschool program. By providing this full-day preschool program for local families, Saginaw Preparatory is clearly establishing its commitment to preschool age children. This high-quality preschool program provides our youngest students for their academic futures. Multiple opportunities are provided for the preschoolers to visit the kindergarten classrooms and become comfortable with the settings..

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?

Preschool teachers are fully trained on the HighScope preschool curriculum. This research based curriculum provides students with the necessary skills to be ready for kindergarten, in a developmentally appropriate format. Preschool parents participate in quarterly parent groups sessions, which include frequent communication about kindergarten readiness skills. Parents also review the skills and their child's progress during school based conferences (2 times per year) and home visits (2 times per year). Parents are provided activities that they work on with their child at home to reinforce kindergarten readiness skills.

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?

The Leadership Academy team, which is made up of teachers, instructional coaches and the school leader, play the most active role in determining which school-based academic assessments will be used and how they will inform instruction and evaluation (of both programs and teacher). Data teams also review assessment data and make decisions about necessary and appropriate interventions. Academy leadership practices an open-door policy and actively solicits feedback from staff in multiple formats (discussion, surveys, etc...)

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

All teachers are involved in student achievement data analysis for the purpose of improving the academic achievement of all students. Classroom teachers have access to M-STEP, NWEA MAP, and AIMSWeb assessment results. This data along with unit and quarterly benchmark assessment results determine necessary instruction at a grade level or for individual classrooms. The school improvement team also reviews school-wide data results to determine data trends and make decisions about school-wide strategies and activities. The ILC facilitator works directly with the grade level teams to analyze the results and develop a re-teaching plan to support students in gaining mastery on the most critical grade level objectives. 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.

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.

Saginaw Preparatory identifies if a student is at risk by first looking at the state assessment data and our bottom 30%, then our NWEA MAP, FocalPointK12, grade-level common assessments, and feedback from the teacher(s) and parent. Our team then determines based on the scores, teacher recommendations, etc. which are the lowest students that need to be served. Meetings are planned with the school leader, classroom teacher, Title I teacher, and social worker to review progress monitoring results, as well as any updated benchmark testing data. Parents are also invited to these meetings, so they can play an active role in supporting their child's progress. Students who demonstrate considerable progress, based on weekly progress monitoring results and updated benchmark data may be transitioned to Tier II classroom-based interventions. Students who after an extended period of time are not making adequate gains may be referred for special education testing.

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?

Timely, effective and additional assistance is provide to students who are experiencing difficulty in mastering the State's academic assessment standards via: General education teachers service all students and are the first level of support for students who are not mastering state standards.

Title I Teachers: provide Tier III ELA and math interventions for our highest need students K-8. Science and social studies support is provided through a focus on informational text. Students receiving Tier III interventions spend at least three 45 minute sessions with their Title I teacher per week. Groups do not exceed three students and the highest need students are receiving 1-on-1 intervention. Some Tier III students are also receiving additional support from their grade level para-professional.

Para-Professionals: assist students with remediation of previously not mastered standards in core curriculum areas (Tier II), support classroom teachers by providing differentiated instruction opportunities in the classrooms and assist with whole group and small group instruction, allowing for greater differentiation.

Summer School: the summer school program is offered to K-8th grade students who are struggling with attaining standards mastery. Instruction is provided by highly-qualified staff and is focused on reading, writing, math, science and social studies skills and concepts. Summer school is held for a total of three weeks at four hours per day.

After-School Tutoring: K-8 teachers volunteer their time to work with individuals or small groups of students after-school a couple days a week. Because this additional support is provided by the student's teacher, there is a keen awareness of exactly what the student needs to focus on to either catch-up and/or mastery grade level content.

Differentiated Instruction: Teachers embed differentiated practices in instructional delivery with leveled word study groups, math groups

according to achievement goals and leveled reading materials in science and social studies. This happens on a daily basis in the all grade levels

Web-Based Programs: Moby Max and Lexia Core 5 provide our K-5, students with disabilities and other very high-need students with leveled interventions and immediate feedback. Moby Max provides 3rd-8th grade students with reading and math remediation/acceleration at their independent level (as determined by NWEA MAP testing). Students in grades 3 and up use the Moby Max Individualized Learning Plan at least 3 days per week as well. This occurs either in computer rotations in the classroom or during computer lab time for the entire classroom. Moby Max and Lexia can also be used away from school, either at home, in the library or anywhere when there is access to the internet.

Teacher Planning: provides a consistent time for grade level teams to work together and develop aligned, differentiated lessons that meet the needs of all three tiers in the classroom. Separate weekly meetings between special education teachers and classroom teachers provide the necessary time to review the needs and functioning of SWD students. In both cases, adjustments can be made quickly to support growth. Grade level teams meet at least twice per week for 45 minutes per session to plan for high-quality ELA and math learning. In addition, grade level teachers also meet with their designated special education teacher in a separate session for another 45 minutes

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

Students' individual needs are being addressed through differentiation in the classroom by recognizing and addressing preferred student learning styles, small groups and center rotations with leveled work and additional support from para-professionals. The current lesson plan format provides a location to detail differentiation and small groups occurring within the classroom. During the 2019-2020 school year, instructional staff will be provided professional development and follow-up on differentiation and how it is successfully used at various grade levels.

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.

Federal: Title I, IIA, IDEA

State: 31A, GSRP, general per pupil funding

All academy programs - MTSS and other programs are all focused on the end result of improving students achievement as measured by student test scores. MTSS is a multi-tiered system that requires support from various funding sources including general budget per pupil funding, Title I, IIA, IDEA, 31A, 21(h) and GSRP. Within the MTSS program we have general education teachers who work with Tier 1 students and differentiate lessons to meet all tiers' needs and they are funded by the general budget. The general budget also pays for other support services such as some paraprofessionals and a social worker. General education teachers, from the general fund are the first support for students in Tier 2 and Tier 3 of the classroom. General education teachers plan interventions, within the classroom, for Tier 2 students and Tier 3 students. Title I funds provide an Instructional Coaches to enhance and improve Tier 1 instruction and are a source of job-embedded PD. We also have Title I funded teachers, Title I paraprofessionals, and 31a paraprofessionals who provide services by pushing into classrooms to provide extra support to students in Tier 2 and 3, as well as pull-out for our Tier 3 students. The grant funded teachers must collaborate with the general fund teachers to plan interventions and support services that will meet the needs of students and support the overall school-wide strategy. The summer school program is designed for students who are not meeting state standards and is funded by Title I. IIA funds provide professional development to staff aligned with our school improvement goals and school-wide reform strategy. Students may move into Tier 4, if they aren't making progress and are identified for service; at this time IDEA funds would be used. All of these funds work together to support our school-wide reform strategy.

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.

Through implementation of the school-wide improvement plan, the academy will use the resources from general budget, Title I and other State, local and Federal sources to complete the activities embedded into the school improvement plan.

1. Comprehensive Needs Assessment

Funding - General, Title I

2. School wide Reform Strategies

Funding - General, Title I, IIA, 31 A, IDEA, 21(h)

Programs - Title I teacher, Title I paraprofessionals, professional development, 31A Paraprofessionals

3. Instruction by Highly Qualified Professional Staff

Funding - General, Title I, Title IIA, 31a, GSRP, IDEA, 21(h)

Programs - All Instructional Staff are Highly Qualified

4. Strategies to Attract High-Quality Highly Qualified Teachers to High Need Schools.

Single Building District Improvement Plan

Saginaw Preparatory Academy

Funding - General, Title I, Title IIa

Programs - Quality Schools Initiative, Instructional Coach, Professional Development, New Teacher Orientation. New Teacher Mentoring, Weekly Collaboration Time

5. High Quality and Ongoing Professional Development

Funding - General, Title I, Title IIa, 31a, GSRP, IDEA, 21(h)

Programs - School based local and state professional development opportunities include: Curriculum Implementation, Differentiation, Response to Intervention, PBIS, etc..

6. Strategies to Increase Parental Involvement

Funding - General, Title I, IIA

Programs - Kindergarten Round-Up, School Programs, Annual Title I Meeting, Academic Enrichment Programs

7. Preschool Transition Strategies

Funding - General, Title I, 31a, GSRP

Programs - Kindergarten Round-Up, Summer School, Preschool Program

8. Teacher Participation in Making Assessment Decisions

Funding - General, Title I, Title IIa, 31A, IDEA, 21(h)

Programs - Professional Development, Collaboration Time, SIT, Curriculum Development

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

Funding - General, Title I, Title IIa, 31a, IDEA, 21(h)

Programs - Summer School Social Worker, community liaison, summer school, after-school tutoring, professional development

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

Funding - General, Title I

Programs - Central Office Coordination of Federal, State and Local Programs/ Funds, Special Education Program

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

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

Evaluation:

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

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

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

Data results serve as the foundation of the schoolwide program evaluation. Since all programs are designed with the end goal of increasing student academic performance as measured by test scores, the academic results are the most critical indicator. When we evaluate the PBIS program at the end of the 2019-2020 school year we will also measure the number of suspension and referrals. Other areas we will measure are the fidelity to which the curriculum, instructional strategies and the PBIS program as a whole are implemented.

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.

There is a wide variety of student data available for individual students. NWEA MAP clearly establish the growth each child made during the school year. We use that data and connect it to the specific programs/interventions provided for that child to determine the success of the programs. For the 2019-2020 school year, we plan on implementing the AIMSWEB tool to strengthen our progress monitoring.

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 other sources 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 and PLCs. This data is used specifically to determine progress and to identify needed improvement areas of the educational plan

SPA Improvement Plan 2019 - 2020

Overview

Plan Name

SPA Improvement Plan 2019 - 2020

Plan Description

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Saginaw Preparatory Academy will demonstrate proficiency in science.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$7000
2	All students at Saginaw Preparatory Academy will demonstrate proficiency in social studies.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$11000
3	Saginaw Preparatory Academy will develop and maintain a school culture that fosters learning, engagement and achievement.	Objectives: 1 Strategies: 3 Activities: 5	Organizational	\$185000
4	All Students at Saginaw Preparatory Academy will demonstrate proficiency in ELA.	Objectives: 2 Strategies: 5 Activities: 10	Academic	\$423092
5	All Students at Saginaw Preparatory Academy will demonstrate proficiency in mathematics.	Objectives: 2 Strategies: 2 Activities: 6	Academic	\$10000

Goal 1: All students at Saginaw Preparatory Academy will demonstrate proficiency in science.

Measurable Objective 1:

20% of Fifth and Eighth grade students will demonstrate a proficiency in all standards in Science by 06/11/2020 as measured by the statewide assessment.

Strategy 1:

Cross-Curricular Integration of Science - Increase student proficiency by integrating science concepts and standards across content areas through the intentional and explicit use of informational text.

Category: Science

Research Cited: Integrating science with mathematics and literacy, Corwin Press, 2008

Tier: Tier 1

Activity - Integration of Technology into Science Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Through the use of MobyMax, Flocabulary, Freckle, Focal Point K12, and other web-based instructional site platforms, teachers will be able to provide visual examples of scientific concepts and build science vocabulary and background knowledge for all students.	Direct Instruction	Tier 1	Implement	08/13/2019	06/11/2020	\$7000	Title I Part A, Title II Part A	School leader, Instructional Coaches, and Classroom Teachers

Goal 2: All students at Saginaw Preparatory Academy will demonstrate proficiency in social studies.

Measurable Objective 1:

20% of Fifth and Eighth grade students will demonstrate a proficiency in all standards in Social Studies by 06/11/2020 as measured by the statewide assessment.

Strategy 1:

High-Interest Informational Text - The high-interest informational text will support the application of social studies concepts and increase student proficiency

Category: Social Studies

Research Cited: Teaching the Best Practice Way, Daniels & Bizar, 2005

Tier: Tier 1

Single Building District Improvement Plan

Saginaw Preparatory Academy

Activity - Informational Text	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
High-Interest social studies based informational text will provide engaging and interactive learning opportunities for all Saginaw Preparatory students.	Direct Instruction	Tier 1	Implement	08/13/2019	06/11/2020	\$6000	Title I Part A	School Leader

Strategy 2:

Hands-On Learning - Hands-On learning opportunities, both in and outside of school, will provide students an avenue to apply social studies in real-world scenarios.

Category: Social Studies

Research Cited: Teaching the Best Practice Way, Bizar 2015

Tier: Tier 1

Activity - Field Trips	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Field trips will be provided at a number of grade levels to support students in their understanding and application of social studies concepts.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$5000	Title IV Part A	School Leader and Teachers

Goal 3: Saginaw Preparatory Academy will develop and maintain a school culture that fosters learning, engagement and achievement.

Measurable Objective 1:

collaborate to develop and maintain a school culture that fosters learning, engagement and achievement by 06/11/2020 as measured by a reduction in the number of student referrals, suspensions, absences & tardies and an increase in student engagement and achievement as measured by test scores..

Strategy 1:

Implement, Monitor, and Evaluate MTSS - Positive Behavior Interventions and Supports - The academy will implement a comprehensive MTSS program. This program will provide age-appropriate education for all students about expected behaviors and actions. These expected behaviors will be assessed once learned and reviewed throughout the school year. Students needing additional support will participate in Tier II and Tier III activities that will be based on their individual needs. Whole school, classroom and individual recognition will encourage students participation and engagement in the program.

Category: School Culture

Research Cited: www.pbis.org

Tier: Tier 1

Single Building District Improvement Plan

Saginaw Preparatory Academy

Activity - Implement, Monitor, and Evaluate MTSS	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implement, monitor and evaluate a comprehensive MTSS program throughout the 2019-2020 school year. Data will be reviewed by the MTSS team and appropriate adjustments will be made.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$35000	Section 31a	MTSS Team
Activity - Behavior Intervention Support	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Saginaw Preparatory Academy will provide a social worker and behavior interventionists that work with students and staff to develop targeted behavior support and modification plans for high-need students. The social worker and interventionists will also be an active member of the MTSS team and support all staff in developing safe and productive learning environments.	Implementation	Tier 3	Implement	08/13/2019	06/11/2020	\$120000	Section 31a	School Leader and MTSS Team
Activity - Restorative Circles	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop and implement Restorative Circles system, in which classrooms and grade levels plan out time each week to facilitate and support socio-emotional learning concepts and support each other in proactive ways.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$5000	Section 31a	School Leader, MTSS Team, and Teachers

Strategy 2:

Celebrating Successes - Provide a format to recognize student and staff academic, behavioral and personal successes. By consistently recognizing positive behaviors and academic successes, all members of our community will strive to succeed.

Category: School Culture

Research Cited: Results Now: How Can We Achieve Unprecedented Improvements in Teaching and Learning; Schomaker, 2006.

Tier: Tier 1

Activity - Establish Celebration Points and Develop/Implement Calendar	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Establish celebration points that recognize success in academics and behavior for staff, students, and other stakeholders. Develop a calendar that lays out time frames for recognition (ex. - weekly staff shout-outs, unit test mastery celebrations, quarterly award celebrations, etc..)	Getting Ready, Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	MTSS Team

Strategy 3:

Professional Learning Communities - PLC is an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to

Single Building District Improvement Plan

Saginaw Preparatory Academy

achieve better results for students they serve. PLCs are driven by three big ideas: focus on learning, build a collaborative culture, and create a results oriented focus. PLCs will focus on the academic and socio/emotional components - specifically the ILC (Instructional Learning Cycle Process).

Category: School Culture

Research Cited: Building a Professional Learning Community at Work; Graham, 2009

Tier: Tier 1

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in professional developments about the PLC process and how the committees/teams will follow the format. A concrete focus on finding solutions & success will lead all efforts. Other professional development activities will focus on developing the mindset necessary for teamwork, success, team building activities, data teams, trauma informed/aware staff, MTSS, classroom management, etc.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$25000	General Fund, Title II Part A	School Leader, Instructional Coaches

Goal 4: All Students at Saginaw Preparatory Academy will demonstrate proficiency in ELA.

Measurable Objective 1:

40% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency in all strands in Reading in English Language Arts by 06/11/2020 as measured by statewide assessment..

Strategy 1:

Standards Based Instruction - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams, teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative assessment will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students, school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: English/Language Arts

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey, and Hite, 2016

Tier: Tier 1

Single Building District Improvement Plan

Saginaw Preparatory Academy

Activity - Lesson/Assessment Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	Instructional Coaches, General Education and Special Education Teachers

Activity - Weekly Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	General and Special Education Teachers

Strategy 2:

Differentiation & Scaffolding - Highly-qualified para-professionals will push into K thru 8th grade classrooms on a regular schedule to support differentiation and scaffolding. During these push-in times, teachers and para-professionals will work together to close academic gaps identified by NWEA MAP, AIMSWeb, and classroom based assessments. Progress towards individualized targets will be assessed regularly and adjustments will be made accordingly.

Category: English/Language Arts

Research Cited: Leading & Managing a Differentiated Classroom - Tomlinson & Imbeau, 2010

Tier: Tier 2

Activity - Small Group Centers	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and para-professionals will work together to provide small group instruction focused on closing academic gaps identified through NWEA MAP, AIMSWeb and other classroom assessments. Students progress will be assessed regularly and adjustments will be made accordingly.	Academic Support Program	Tier 2	Implement	08/13/2019	06/11/2020	\$261772	Title I Part A, Section 31a	Teachers and para-professionals

Activity - Academic Interventions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

Saginaw Preparatory Academy

Small group and 1 on 1 interventions provided by Title I teachers to support students most at-risk of not demonstrating proficiency on grade level standards. These students will be identified for intervention through the MTSS process, based on MTSS cut scores on the NWEA MAP and other tests.	Academic Support Program	Tier 3	Implement	08/13/2019	06/11/2020	\$85743	Title I Part A	School Leader, Instructional Coach, Classroom Teachers, and Title I Teachers
--	--------------------------	--------	-----------	------------	------------	---------	----------------	--

Strategy 3:

Instructional Coaching - ELA and Math Instructional Coaches will support teachers in using research-based best practices and providing effective Tier I instruction. Teachers will also receive instruction and support in developing lessons and tracking student mastery of standards. Additional support will be based on individual teacher needs.

Category: English/Language Arts

Research Cited: Instructional Coaching: A Partnership Approach to Improving Instruction - Jim Knight, 2007

Tier: Tier 1

Activity - Instructional Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will support teachers in using research-based best practices and providing effective Tier I instruction. Teachers will also receive instruction and support in developing lessons and tracking student mastery of standards. Additional supports will be based on individual teacher needs.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$63027	Title I Part A	School Leader and Instructional Coaches

Activity - Professional Development for School Leadership	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Research confirms that strong leadership is the second most influential factor for improving skills. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coaches will participate in monthly training's that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Getting Ready	Tier 1	Getting Ready	07/02/2019	06/11/2020	\$2850	Title II Part A	School Leader and Instructional Coaches

Activity - ELA/ILC Coaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
-----------------------------	---------------	------	-------	------------	----------	-------------------	-------------------	-------------------

Single Building District Improvement Plan

Saginaw Preparatory Academy

An ELA/ILC coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA/ILC instruction. This will be done through the use of instructional learning cycles. The ELA/ILC coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. The ELA/ILC coach will observe instruction in the classroom to guide the process and provide feedback to impact student learning.	Professional Learning	Tier 1	Implement	07/02/2019	06/11/2020	\$7200	Title II Part A	School Leader and Instructional Coaches
---	-----------------------	--------	-----------	------------	------------	--------	-----------------	---

Strategy 4:

Alignment of Curriculum, Instruction and Assessments - FocalPointK12 or similar online assessment tools will be used to monitor and track the progress of students' understanding of the grade level content (including the common core state standards, Michigan science standards, and the Michigan social studies standards). It will also drive instruction by providing a link between the content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.

Category: Learning Support Systems

Research Cited: What Works in Schools: Translating Research into Action - Marzano, 2003

Tier: Tier 1

Activity - Online Assessment Platform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FocalPointK12 or a similar online assessment will be used to monitor and track the progress of students' understanding of the grade level content (including the common core state standards, Michigan science standards, and the Michigan social studies standards). It will also drive instruction by providing a link between the content standards and student achievement, allowing for targeted interventions and support for students in all tier levels.	Implementation, Materials	Tier 1	Implement	07/02/2019	06/11/2020	\$2500	Title I Part A	School Leader

Measurable Objective 2:

A 25% increase of Students with Disabilities students will demonstrate a proficiency in all strands in Reading in English Language Arts by 06/11/2020 as measured by statewide assessment.

Strategy 1:

Standards Based Instruction (Shared) - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative assessment will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster

Single Building District Improvement Plan

Saginaw Preparatory Academy

care) - to determine very quickly if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students, school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: English/Language Arts

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey, and Hite, 2016

Tier: Tier 1

Activity - Lesson/Assessment Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	Instructional Coaches and General/Special Education Teachers

Activity - Weekly Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	General and Special Education Teachers

Goal 5: All Students at Saginaw Preparatory Academy will demonstrate proficiency in mathematics.

Measurable Objective 1:

25% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate student proficiency (pass rate) in all strands in Mathematics by 06/11/2020 as measured by statewide assessment..

Strategy 1:

Standards Based Instruction - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams, teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative assessment will be re-taught and re-assessed during the next cycle.

Single Building District Improvement Plan

Saginaw Preparatory Academy

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students, school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: Mathematics

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey, and Hite, 2016

Tier: Tier 1

Activity - Lesson/Assessment Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Implementation	Tier 1	Implement	08/13/2019	06/12/2020	\$0	No Funding Required	Instructional Coaches, General and Special Education Teachers

Activity - Weekly Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	Instructional Coaches, General and Special Education Teachers

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$5000	Title II Part A	School Leader and Instructional Coaches

Measurable Objective 2:

A 25% increase of Students with Disabilities students will demonstrate student proficiency (pass rate) in all strands for Mathematics in Mathematics by 06/11/2020 as measured by statewide assessment..

Strategy 1:

Standards Based Instruction (Shared) - Classroom and special education teachers will work together to implement standards based instruction via the instructional learning cycle. District-wide quarterly pacing guides will be broken down into curriculum maps that address standards in 2-3 week cycles. From those curriculum

Single Building District Improvement Plan

Saginaw Preparatory Academy

maps, the cycle plan and summative assessment will be developed. Teachers will select the most effective instructional strategies and content resources to address the standards in a meaningful and relevant manner. Individually and in teams, teachers will review formative assessment results and adjust instruction plans daily. At the end of each cycle, the standards that achieved the lowest proficiency levels on the summative assessment will be re-taught and re-assessed during the next cycle.

Specific attention will be paid to our sub-group results on the formative and summative assessments (gender, ethnicity, disabled, bottom 30% and homeless/foster care) - to determine if additional supports (academic, socio/emotional or demographic) need to be put in place. In the case of homeless/foster care students, school leadership and classroom teachers will work with the MV homeless liaison to determine appropriate socio/emotional and demographic supports.

Category: Mathematics

Research Cited: Intentional & Targeted Teaching - A Framework for Teacher Growth & Leadership. Fisher, Frey, and Hite, 2016.

Tier: Tier 1

Activity - Lesson/Assessment Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	Instructional Coaches, General and Special Education Teachers
Activity - Weekly Collaborative Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	No Funding Required	Instructional Coaches, General and Special Education Teachers.
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$5000	Title II Part A	School Leader and Instructional Coaches.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	Staff will participate in professional developments about the PLC process and how the committees/teams will follow the format. A concrete focus on finding solutions & success will lead all efforts. Other professional development activities will focus on developing the mindset necessary for teamwork, success, team building activities, data teams, trauma informed/aware staff, MTSS, classroom management, etc.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$20000	School Leader, Instructional Coaches

Title IV Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Field Trips	Field trips will be provided at a number of grade levels to support students in their understanding and application of social studies concepts.	Field Trip	Tier 1	Implement	09/03/2019	06/11/2020	\$5000	School Leader and Teachers

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Restorative Circles	Develop and implement Restorative Circles system, in which classrooms and grade levels plan out time each week to facilitate and support socio-emotional learning concepts and support each other in proactive ways.	Behavioral Support Program	Tier 1	Implement	09/03/2019	06/11/2020	\$5000	School Leader, MTSS Team, and Teachers
Small Group Centers	Teachers and para-professionals will work together to provide small group instruction focused on closing academic gaps identified through NWEA MAP, AIMSWeb and other classroom assessments. Students progress will be assessed regularly and adjustments will be made accordingly.	Academic Support Program	Tier 2	Implement	08/13/2019	06/11/2020	\$176029	Teachers and para-professionals

Single Building District Improvement Plan

Saginaw Preparatory Academy

Implement, Monitor, and Evaluate MTSS	Implement, monitor and evaluate a comprehensive MTSS program throughout the 2019-2020 school year. Data will be reviewed by the MTSS team and appropriate adjustments will be made.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$35000	MTSS Team
Behavior Intervention Support	Saginaw Preparatory Academy will provide a social worker and behavior interventionists that work with students and staff to develop targeted behavior support and modification plans for high-need students. The social worker and interventionists will also be an active member of the MTSS team and support all staff in developing safe and productive learning environments.	Implementation	Tier 3	Implement	08/13/2019	06/11/2020	\$120000	School Leader and MTSS Team

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Small Group Centers	Teachers and para-professionals will work together to provide small group instruction focused on closing academic gaps identified through NWEA MAP, AIMSWeb and other classroom assessments. Students progress will be assessed regularly and adjustments will be made accordingly.	Academic Support Program	Tier 2	Implement	08/13/2019	06/11/2020	\$85743	Teachers and para-professionals
Online Assessment Platform	FocalPointK12 or a similar online assessment will be used to monitor and track the progress of students' understanding of the grade level content (including the common core state standards, Michigan science standards, and the Michigan social studies standards). It will also drive instruction by providing a link between the content standards and student achievement, allowing for targeted interventions and support for students in all tier levels.	Implementation, Materials	Tier 1	Implement	07/02/2019	06/11/2020	\$2500	School Leader
Informational Text	High-Interest social studies based informational text will provide engaging and interactive learning opportunities for all Saginaw Preparatory students.	Direct Instruction	Tier 1	Implement	08/13/2019	06/11/2020	\$6000	School Leader
Academic Interventions	Small group and 1 on 1 interventions provided by Title I teachers to support students most at-risk of not demonstrating proficiency on grade level standards. These students will be identified for intervention through the MTSS process, based on MTSS cut scores on the NWEA MAP and other tests.	Academic Support Program	Tier 3	Implement	08/13/2019	06/11/2020	\$85743	School Leader, Instructional Coach, Classroom Teachers, and Title I Teachers

Single Building District Improvement Plan

Saginaw Preparatory Academy

Integration of Technology into Science Instruction	Through the use of MobyMax, Flocabulary, Freckle, Focal Point K12, and other web-based instructional site platforms, teachers will be able to provide visual examples of scientific concepts and build science vocabulary and background knowledge for all students.	Direct Instruction	Tier 1	Implement	08/13/2019	06/11/2020	\$3500	School leader, Instructional Coaches, and Classroom Teachers
Instructional Coaching	Instructional Coach will support teachers in using research-based best practices and providing effective Tier I instruction. Teachers will also receive instruction and support in developing lessons and tracking student mastery of standards. Additional supports will be based on individual teacher needs.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$63027	School Leader and Instructional Coaches

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Collaborative Planning Time	Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	Instructional Coaches, General and Special Education Teachers.
Weekly Collaborative Planning Time	Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	General and Special Education Teachers
Lesson/Assessment Planning Time	Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	Instructional Coaches, General and Special Education Teachers
Lesson/Assessment Planning Time	Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	Instructional Coaches and General/Special Education Teachers

Single Building District Improvement Plan

Saginaw Preparatory Academy

Weekly Collaborative Planning Time	Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	General and Special Education Teachers
Establish Celebration Points and Develop/Implement Calendar	Establish celebration points that recognize success in academics and behavior for staff, students, and other stakeholders. Develop a calendar that lays out time frames for recognition (ex. - weekly staff shout-outs, unit test mastery celebrations, quarterly award celebrations, etc..)	Getting Ready, Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	MTSS Team
Weekly Collaborative Planning Time	Weekly collaborative planning time for general education and special education teachers to review student progress towards standard mastery and make instructional adjustments accordingly. This will keep the focus on student progress and prevent too much time from passing before adjustments are made.	Implementation	Tier 1	Implement	08/13/2019	06/11/2020	\$0	Instructional Coaches, General and Special Education Teachers
Lesson/Assessment Planning Time	Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Teacher Collaboration	Tier 1	Implement	08/13/2019	06/11/2020	\$0	Instructional Coaches, General Education and Special Education Teachers
Lesson/Assessment Planning Time	Weekly teacher/coach co-planning time to develop high-quality/high DoK level lessons and assessments.	Implementation	Tier 1	Implement	08/13/2019	06/12/2020	\$0	Instructional Coaches, General and Special Education Teachers

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$5000	School Leader and Instructional Coaches.

Single Building District Improvement Plan

Saginaw Preparatory Academy

Professional Development	General and Special Education Teachers will participate in professional development that builds their capacity to effectively teach common core math concepts in a meaningful way. This professional development will take place in whole group, small group and individualized settings.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$5000	School Leader and Instructional Coaches
Integration of Technology into Science Instruction	Through the use of MobyMax, Flocabulary, Freckle, Focal Point K12, and other web-based instructional site platforms, teachers will be able to provide visual examples of scientific concepts and build science vocabulary and background knowledge for all students.	Direct Instruction	Tier 1	Implement	08/13/2019	06/11/2020	\$3500	School leader, Instructional Coaches, and Classroom Teachers
Professional Development for School Leadership	Research confirms that strong leadership is the second most influential factor for improving skills. In order to sharpen leadership skills that support proper implementation of strategies for school improvement, the school leader and instructional coaches will participate in monthly training's that focus on key practices for effective school leadership. These practices will center around: establishing high expectations for all, create climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Getting Ready	Tier 1	Getting Ready	07/02/2019	06/11/2020	\$2850	School Leader and Instructional Coaches
Professional Development	Staff will participate in professional developments about the PLC process and how the committees/teams will follow the format. A concrete focus on finding solutions & success will lead all efforts. Other professional development activities will focus on developing the mindset necessary for teamwork, success, team building activities, data teams, trauma informed/aware staff, MTSS, classroom management, etc.	Professional Learning	Tier 1	Implement	08/13/2019	06/11/2020	\$5000	School Leader, Instructional Coaches
ELA/ILC Coaching	An ELA/ILC coach will be contracted to provide job-embedded professional development to teachers in best practices for ELA/ILC instruction. This will be done through the use of instructional learning cycles. The ELA/ILC coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies. The ELA/ILC coach will observe instruction in the classroom to guide the process and provide feedback to impact student learning.	Professional Learning	Tier 1	Implement	07/02/2019	06/11/2020	\$7200	School Leader and Instructional Coaches