



Single Building District Improvement Plan

Grand River Preparatory High School

Grand River Preparatory High School

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Introduction

The Single Building District Improvement Plan is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the Single Building District Improvement Plan 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.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Grand River Preparatory High School is a college preparatory, charter high school located in Kentwood, Michigan. Though most students receive transportation from parents and other carpool arrangements, some students also utilize nearby city transportation. The population of Kentwood, according to the 2010 census, was 48,707 with a racial makeup of 70.1% White, 15.4% African American, 0.4% Native American, 6.6% Asian, 0.1% Pacific Islander, 3.5% from other races, and 3.9% from two or more races. About 9.8% of families and 12.2% of the population were below the poverty line.

In the past three years, Grand River Prep's student enrollment has more than doubled. For the 2015-16 school year, Grand River Prep had 591 students enrolled within an overall community of 48,000 people located south of Grand Rapids, Michigan. Grand River Prep's Free/Reduced lunch for the 2015-16 school was approximately 55% of the student population. The student ethnic breakdown has averaged for the last three years 38.7% Caucasian, 26% African American, 24.7% Hispanic, and 10.7% Other.

Unique challenges that face Grand River Prep include serving students coming from many different areas and school districts, and students arriving to Grand River Prep with varying levels of preparedness for the curriculum. Grand River Prep must differentiate instruction and prepare for students at all levels of reading and math. One of the features at Grand River Prep is the wide range of diversity. The student population represents many different racial, ethnic, and religious backgrounds all working and learning with and from each other.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Mission

To prepare each student for college success.

Vision

At Grand River Preparatory High School, much is expected from you and your child, and much can be gained in return. Our enthusiastic teachers and challenging curriculum give students a chance to achieve a level of excellence that leads directly to college entrance and success. We also focus on moral character, knowing that it is every bit as vital to a child's growth as his or her academic accomplishments.

Grand River Preparatory High School educates, supports and guides students all the way through high school graduation. This begins with each student performing at the high level defined by the College Board's and State of Michigan's education standards. By providing a comprehensive system of support, we are committed to ensuring the best possible outcome.

Core Values

At Grand River Preparatory High School, the four R's guide our programs and daily instruction.

RIGOR

Our graduates will complete AP coursework and earn college acceptance. Our graduates will read well, write clearly and coherently, study effectively, reason soundly and question thoughtfully. End of term comprehensive exams covering the essential learning in each core subject will determine advancement to the next level. We will give students every opportunity to learn and succeed.

RELEVANCE

We will develop knowledge, skills and understanding that can be applied to realistic tasks and real-world settings. We will bring curiosity, challenge, joy and a sense of accomplishment into your child's life. We will promote a range of lifelong skills and knowledge -- literary, linguistic, athletic, artistic, scientific, mathematical and historical.

RELATIONSHIPS

We look for parent partnership and agreement with our mission in order to help your child succeed. This requires a personal commitment to serious academic challenge. When values and a good work ethic are demonstrated by parents at home, it leads to success for students in school. To support the process, our administrators and counselors will be visible and accessible to students and parents. We will strive to give students the tools they need to achieve success in school and in life.

RESPONSIBILITY AND MORAL FOCUS

Our curriculum will include service learning opportunities and completion of community service projects. By stressing good values, positive behavior and moral conscience, students will hold themselves accountable for their actions. Students will have a true sense of direction for college and career. Teachers and staff will serve as models of responsibility and moral focus by exhibiting competence, compassion, consistence, courtesy and accountability.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable achievements from the past three years include:

2013-14

~Washington Post ranked Grand River Prep as the 3rd Most Challenging School in Michigan

~U.S. News and World Report ranked Grand River Prep as the 2nd best school in Michigan

2014-15

~Washington Post ranked Grand River Prep as the 3rd Most Challenging School in Michigan

~U.S. News and World Report ranked Grand River Prep as 3rd best school in Michigan

2015-16

~ Washington Post ranked Grand River Prep the 5th Most Challenging High School in Michigan

~ U.S. News and World Report ranked Grand River Prep the 4th best high school in Michigan

Grand River Prep is working to ensure that all students are college ready as determined by benchmarks set by entities such as the College Board.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

None at this time.

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.

At the fall Title I Parent Meeting, the conclusion for the 2014-15 School Improvement Plan was shared along with the goals for the 2015-16 School Improvement Plan and the Title I services tied to those goals. Parents were then invited to join the School Improvement Team for the 2015-16 school year. One parent indicated interest and was welcomed to the Team. A team of staff members who facilitate regular department-level and course-level meetings along with the principal and assistant principal comprised the rest of the School Improvement Team. Most meetings took place during second semester and were scheduled after school on Wednesdays, which is designated as staff development time. A Comprehensive Needs Assessment was conducted first, followed by a survey completed by each department to give input on 2016-17 goals and strategies progress, as well as recommendations for 2016-17 goals and strategies, and was concluded by the creation of the 2016-17 goals and strategies.

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

The School Improvement Team was comprised of two administrators, five teachers, and one parent. Meetings were held throughout the school year (mostly second semester). The team conducted the Comprehensive Needs Assessment, analyzed data, reviewed past goals and strategies, discussed needs and changes, and developed 2016-17 improvement goals. Non-SIP Team teaching staff contributed feedback and suggestions via email to administrators and during staff meetings.

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

School Improvement Plan information will be provided to stakeholders in an easy-to-understand language as follows:

- Written and verbal communication to parents and families regarding student progress on State, norm-referenced, and classroom assessments will occur regularly throughout the year.
- The school's Annual Education Report will be published and widely disseminated to parents, families, board members, authorizers, and staff each year.
- School-wide, grade level, and classroom level academic reports will be shared and analyzed by staff on a regular basis.

Note: The school complies with Section 1113(b)(3). The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in alternate languages as appropriate.

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School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

Enrollment will continue to grow next year as we graduate a smaller class of seniors than projected incoming freshman for the 2016-2017 school year. Student attrition throughout the school year will be considered; students withdraw for a variety of reasons (moving, behavior, transportation issues, opportunities that other schools offer that are deemed a "better fit"). Therefore, it's important to know that our student enrollment going into the fall is likely to be inflated. Numerous professional development opportunities are being planned to assist with school culture expectations, along with a new emphasis on student retention over the summer months.

Other than the enrollment growth challenges mentioned, we do not anticipate any significant enrollment challenges. We will staff conservatively knowing that some incoming freshman who have applications on file for the fall will not attend and some current students will not return in the fall. Potential attrition throughout the school year will also be considered. We will use past enrollment trend data to calculate our estimates.

Again, being conservative is important. Using past enrollment trend data to make budget decisions will be essential. Knowing that all of the students who have applications on file for the fall will not be in attendance on the first day of school, as well as that some students will leave throughout the school year, it is important to budget for the anticipated smaller number rather than the hoped for larger number.

As larger classes of students advance to higher grade levels, additional materials may need to be secured to accommodate larger class sizes. At the same time, after factoring overall student attrition between now and next year, some course numbers are so small that whether they are offered at all next year will need to be considered. Courses that have never been offered are generally viewed as less negative than courses that have been offered in the past that may not be offered next year.

There are no obvious ways that student enrollment trend affect parent/guardian involvement at this time.

There are no obvious ways that student enrollment trends affect the professional learning and/or public relations.

One challenge that has surfaced due to student enrollment is related to student course requests. Courses that have been offered in the past do not always have sufficient enrollment numbers to off the courses in a transitional format next year. Though there are a variety of other format options we can make available to accommodate for these courses and make them available to students, it can be seen as a negative by staff, students, and parents.

Student Demographic Data

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

Student attendance to date is 93.85% for the 2015-2016 school year; this is well above the state average. Though there are no significant challenges identified related to student attendance, close attention will be given to monitoring the attendance rate going into the 2016-2017 SY 2015-2016

school year.

Student Demographic Data

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

Over the past three years, Grand River Prep's student enrollment has continued to grow. This has led to challenges with behavior management and maintaining the desired school culture as there are more students to manage and more teachers who are new to the school. Intense and explicit training has been, and will continue to be, provided to school leadership and the teaching staff as this is where setting the cultural expectations begins. Through Grand River Prep's Advisory program, student-centered training and lessons have been, and will continue to be, implemented with a large emphasis placed during the first week of school. During the first week, students will meet with their Advisory class to build community and review school expectations and consequences; students will engage in class discussions and activities that emphasize key school culture information. The entire school-wide behavior framework is built upon the principles of the PBIS model.

Student Demographic Data

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

See previous response.

Teacher/School Leader(s) Demographic Data

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

The Grand River Prep's school leadership team is a mix of a very experienced Principal and an Assistant Principal new to the full time position. This blend of previous experience and expertise allows for expansive opportunities for coaching instructional strategies, behavior management, and crafting interventions within the PBIS model. Leaders in their first few years of an administrative team are often eager to learn and try new things and receive mentoring from more experienced leaders which helps to continue to expand the coaching opportunities with instructional pedagogy.

Teacher/School Leader(s) Demographic Data

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

A large percentage of grand River Prep teachers are in their first three years of teaching. This can present issues with classroom management and instructional pedagogy, which can lead to discipline problems and less growth in student achievement. However, teachers in their first few years of teaching are often willing to try new things and have an enthusiasm and passion for working with young people that more experienced teachers may lack or find challenging.

Teacher/School Leader(s) Demographic Data

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

Most school leader absences were due to professional learning, continued cohort involvement with expanding the Standards Based Grading model, and larger coaching/observation opportunities outside of the building. To reduce this impact, school leadership creates collaboration with other key staff members such as office staff, school social worker, and strong teacher leaders; these people are also seen as building leaders that can provide support and communication in the absence of the school leader. Virtual meetings that allow the school leader to remain in the building and sending proxy's can also be utilized.

Teacher/School Leader(s) Demographic Data

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

The teacher absence rate for illness is quite minimal at Grand River Prep. Most teacher absences were due to professional learning, particularly related to the ongoing implementation and revision of the Standards Based Grading model. Anytime a teacher is out of the classroom, there is a loss of opportunity for student growth and learning. A breakdown in expectations for student behavior both in the classroom and the school at large is also more likely. There is simply no substitute equivalent to the of the classroom teacher. To reduce this impact, a smaller number of teachers in each course attend the professional learning workshops and then acts as the trainers/leaders who report vital information back to the Collaborative Team meetings. Also, virtual meetings that allow the teacher to remain in the building and in his/her classroom for a portion of the day can be utilized.

Teacher/School Leader(s) Demographic Data

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

See previous response.

Process Data

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

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

Strands that were rated as being in the fully, or sustained, implementation phase include:

- Instructional Leadership
- Culture for Learning
- Instruction
- Organizational Management
- Professional Learning System
- Communication

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

Strands that were rated as being in the partially implemented phase include:

- Engagement
- Assessment
- Curriculum

12. How might these challenges impact student achievement?

Of the strands that are partially implemented, the two that are related to using data for decisions and effective instructional practices are the most likely to have potentially adverse impact on student achievement. It is essential that teachers are using the data they are collecting on a daily basis to determine how to move forward and differentiate their instruction and to use the most effective teaching practices as they do this.

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

Additional professional development in the Collaborative Planning Process, instructional rounds, as well as differentiated instruction are planned for 2016-2017.

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

Several measures have been put in place to ensure students with disabilities receive access to intervention programs. Upon enrollment, students with disabilities are identified and placed, as appropriate, in courses with a paraprofessional, resource learning center class, specialized academic tutoring, and/or Academic Specialist services during the day. Continued analysis by the Special Education Director and his team work to continuously review and support student interventions for our students with disabilities.

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

The following Extended Learning Opportunities are offered: online and blended learning courses, Monday after school electives, credit recovery programs during the school year and in the summer, dual-enrollment at local colleges/universities, and Tuesday/Thursday all school tutoring.

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

Upon enrollment, parents and students receive information about the ELOs offered at Grand River Prep. The school holds several meetings throughout the school year to update parents on ELOs.

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

Course level notes/log and lesson plans are posted regularly via Google docs, monthly course-level virtual meetings with the Curriculum Director, Moodle sites updated regularly, documentation from observations and follow up one-on-one meetings with school leaders, teacher curriculum leaders, and Curriculum Director.

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

N/A

Achievement/Outcome Data

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

19a. Reading- Strengths

According to NWEA Fall to Spring data, 9th grade students earned an average RIT score of ??? which translates to the ??? percentile in the Fall, and a RIT score of ??? which translates to the ??? percentile in the Spring. This growth put Grand River Prep in the ??? percentile when compared to the average growth among all other schools using the NWEA. 10th grade students earned an average RIT score of ??? which translates to the ??? percentile in the Fall and a RIT of ??? which translates to the ??? percentile in the Spring. This growth puts Grand River Prep at the ??? percentile when compared to the average growth among all other schools using NWEA. Additionally, for 9th and 10th grades, there was a ??? and a ??? increase respectively in the number of students to be on track to be college ready in the 11th grade according to NWEA.

19b. Reading- Challenges

As a College Prep school, we would ultimately want 100% of our students on the College Readiness threshold. Currently, a comprehensive review of strategies and assessments is being conducted to assess how we can better prepare our students in Reading.

19c. Reading- Trends

More growth is desired as a whole as students progress on from 9th grade, particularly in the subgroups not meeting or exceeding the school average for proficiency increase. The ability to read well affects a student's success in all other aspects of their education. The reading goal is set with plans to address challenges through purposeful intervention of reading strategies, utilizing an Academic Specialist to support our
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core subject teachers, as well as the use of small group and one-on-one assistance with the paraprofessionals for identified students.

19d. Reading- Summary

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

More growth in proficiency and in students deemed "college ready" is desired as a whole as students progress on from 9th grade, particularly in the subgroups not meeting or exceeding the school average for proficiency increase. The ability to read well affects a student's success in all other aspects of their education. The reading goal is set with plans to address challenges through purposeful intervention of reading strategies, utilizing an Academic Specialist to support our core subject teachers, as well as the use of small group and one-on-one assistance with the paraprofessionals for identified students.

20a. Writing- Strengths

According to NWEA Language Usage tests, Fall to Spring data, 9th grade students earned an average RIT score of 219.8 which translates to the 60th percentile in the Fall, and a RIT score of 225.3 which translates to the 75th percentile in the Spring. This growth put Grand River Prep in the 90th percentile when compared to the average growth among all other schools using the NWEA. 10th grade students earned an average RIT score of 225.8 which translates to the 83rd percentile in the Fall and a RIT of 230.9 which translates to the 92nd percentile in the Spring. This growth puts Grand River Prep at the 92nd percentile when compared to the average growth among all other schools using NWEA.

20b. Writing- Challenges

As a College Prep school, we would ultimately want 100% of our students on the College Readiness threshold. Currently, a comprehensive review of strategies and assessments is being conducted to assess how we can better prepare our students in Writing. There are also proactive measures being taken to incorporate more writing strategies across the curriculum.

20c. Writing- Trends

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More growth is desired as a whole as students progress on from 9th grade, particularly in the subgroups not meeting or exceeding the school average for proficiency increase. The ability to write well affects a student's success in all other aspects of their education. The writing (language usage) goal is set with plans to address these challenges.

20d. Writing- Summary

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

More growth in proficiency and in students deemed "college ready" is desired as a whole as students progress on from 9th grade, particularly in the subgroups not meeting or exceeding the school average for proficiency increase. The ability to write well affects a student's success in all other aspects of their education. The writing goal is set with plans to address challenges through instruction aligned to writing-centered Priority Standards as part of the SBG course, differentiated materials and instruction, use of programs like "No Red Ink", and the strategic placement of co-teachers and para-professionals.

21a. Math- Strengths

According to NWEA Fall to Spring data, 9th grade students earned an average RIT score of 228.5 which translates to the 43rd percentile in the Fall, and a RIT score of 234.4 which translates to the 53rd percentile in the Spring. This growth put Grand River Prep in the 82nd percentile when compared to the average growth among all other schools using the NWEA. 10th grade students earned an average RIT score of 236.9 which translates to the 76th percentile in the Fall and a RIT of 243.0 which translates to the 83rd percentile in the Spring. This growth puts Grand River Prep at the 86th percentile when compared to the average growth among all other schools using NWEA.

21b. Math- Challenges

As a College Prep school, we would ultimately want 100% of our students on the College Readiness threshold. Currently, a comprehensive review of strategies and assessments is being conducted to assess how we can better prepare our students in Math. While our growth was 82nd Nationally, our 9th grade students are still barely above the average. This data, coupled with recent SAT data, demonstrates a large number of our students are not College Ready in Math.

21c. Math- Trends

More growth is desired as a whole as students progress on from 9th grade, particularly in the subgroups not meeting or exceeding the school average for proficiency increase. Proficiency in math affects a student's success in many other aspects of their education, particularly the sciences. The math goal is set with plans to address challenges through differentiated instruction and materials, and the strategic placement of paraprofessionals.

21d. Math- Summary

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

The math goal will be addressed using the PLC process coupled with the SBG model. Each math course will assist teachers in collaborating to review data and differentiate instruction to meet students at various levels. Teachers will also utilize instructional rounds, and cohort visits to other buildings to continue to advance instructional practices.

22a. Science- Strengths

There is not enough standardized test data to provide evidence of strengths in science.

22b. Science- Challenges

With the minimal and changing data sources that have produced data for science over the past three years, there is some evidence to suggest that students are, on average, not meeting the CRB at their respective grade level.

22c. Science- Trends

According to the MSTEP data, students fell short of meeting, on average, the CRB for their grade level.

22d. Science- Summary

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

The little, and shifting sources, of data that is available at this time indicates that students are under-prepared for college readiness in science. Though there is no science goal, the challenges noted in the science data will be addressed through the reading, language usage, and math goals that have been developed.

23a. Social Studies- Strengths

There is no standardized data to use to indicate strengths in social studies.

23b. Social Studies- Challenges

There is no standardized data to use to indicate strengths in social studies.

23c. Social Studies- Trends

There is no standardized data to use to indicate strengths in social studies.

23d. Social Studies- Summary

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

Though there is not a social studies specific goal, the reading and language usage goals will be applied to social studies courses as well to ensure the maximum proficiency in this area.

Perception Data

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

24a. Student Perception Data

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

The Spring 2016 Student Perception Data had our school ranked as one of the highest in the PrepNet District, our highest satisfaction among students was the role that teachers serve as content experts.

24b. Student Perception Data

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

The Spring 2016 Student Perception Data had our school ranked as one of the highest in the PrepNet District, our lowest level of student satisfaction is related to teachers as classroom managers/motivators.

24c. Student Perception Data

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

The PD planned for 16-17 school year will include specific training and modeling to stress the importance of classroom management/motivation. This will also be part of the ongoing teacher observation protocols and will be coached throughout the year with instructional rounds.

25a. Parent/Guardian Perception Data

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

According to the Spring parent survey, the area with the highest overall satisfactions was: The school has high expectations for my child.

25b. Parent/Guardian Perception Data

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

According to the Spring parent survey, the area with the lowest overall satisfaction was: our family receives adequate information regarding
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financial aid and scholarship opportunities for college.

25c. Parent/Guardian Perception Data

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

More parent information meetings, school social events, number of communications from the registrar/counselor and college visits are planned for the 2016-2017 school year.

26a. Teacher/Staff Perception Data

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

According to the Spring staff survey, overwhelmingly teachers are satisfied with the administration's focus on student growth, student and staff support, and the vision moving forward.

26b. Teacher/Staff Perception Data

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

According to the Spring staff survey, the area with the overall lowest satisfaction was with teacher's holding other teacher's accountable.

26c. Teacher/Staff Perception Data

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

In order to help support teacher's with their interactions with other teachers, a more comprehensive and monitored mentoring program will be put into place. Additionally, a "teacher coach" position is being created next year as well.

27a. Stakeholder/Community Perception Data

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

Not available at this time.

27b. Stakeholder/Community Perception Data

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

Not available at this time.

27c. Stakeholder/Community Perception Data

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

Not available at this time.

Summary

28a. Summary

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

An improvement goal continue to be needed for each of the three content areas: reading, language usage, and math. Additionally a school culture and behavior goal continues to be needed to address the needs of a growing school.

28b. Summary

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

The school culture and student management challenges that were noted during the CNA led to the continuation of a school culture and behavior improvement goal. Student behavior and school culture have a direct impact on student achievement. Time and energy that is spent on behaviors and events that detract from a positive learning environment are time and energy not spent on teaching and learning. Grand River Prep feels strongly about providing a safe and productive learning environment for both staff and students.

28c. Summary

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

Professional development that is specific to the PBIS plan will be provided to staff prior to the school year. Additional "re-boot" sessions will be scheduled accordingly. These sessions will allow school leaders and staff to review data, identify trends, and develop timely solutions. Re-teaching and clarifying school expectations can be done at this time as well, if needed.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Improvement Plan

Grand River Preparatory High School

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	N/A	

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://grandriverprep.com/wp-content/uploads/2016/03/Grand-River-Prep_2014-2015-Annual-Education-Report-FINAL-3-28-16.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

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

Label	Assurance	Response	Comment	Attachment
6.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	PrepNet LLC Attn: Jason Pater 3755 36th Street Grand Rapids, MI 49512 616-726-8900	

Single Building District Improvement Plan

Grand River Preparatory High School

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

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

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

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

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

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

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

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

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

Single Building District Improvement Plan

Grand River Preparatory High School

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

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

Label	Assurance	Response	Comment	Attachment
18.	The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.	Yes	Technology Plan has not been required since the 2013-14 school year.	

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

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes		

Label	Assurance	Response	Comment	Attachment
21.	The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.	Yes		

Single Building District Improvement Plan

Grand River Preparatory High School

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

Label	Assurance	Response	Comment	Attachment
23.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	PrepNet LLC Attn: Jason Pater 3755 36th Street SE Grand Rapids, MI 49512 616-726-8900	

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The school improvement team conducted a Comprehensive Needs Assessment as a part of its annual school improvement process. Throughout the school year, Grand River Prep has conducted school improvement planning activities with the School Improvement Team and all staff. During its Comprehensive Needs Assessment started in the spring, the school assessed data aligned with the Michigan School Improvement Framework. Data was collected and assessed as it related to student achievement, school programs and processes, student/teacher/parent perceptions, and student, staff and community demographics. The school's review of data specifically included the components that are listed below, among others:

- Student achievement data, including state test data, NWEA data, and local and formative assessment data (including subgroup specific analysis).
- Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher status and paraprofessional information, student attendance and discipline information, etc.
- Programs and process data, including curriculum alignment assessments, School Quality Review findings (if appropriate), etc.
- Perceptions data, including staff survey results, parent survey results, perception information from community members, etc.

This data is analyzed and discussed by the School Improvement Team. Results of the analysis determine the school's focus areas and the following stakeholders are given an opportunity to provide feedback: 1. Staff, 2. Parents, and 3. Board Members

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 2015-2016 school year was the eighth academic year for Grand River Preparatory High School. During the year, Grand River Prep enrolled 608 students in grades 9th-12th.

The extended learning opportunities offered during the school year included: tutoring offered at a minimum of 2 hours a week by all teachers, Monday Elective, Academic Support, Testing Center, Recapture Academy during the school year, and Summer Academy. The enrollment in extended learning opportunities is expected to increase as more Grand River Prep students take advantage of these opportunities. The criteria for student success as each grade level is growth in core academic skill areas which meet or exceed the pace of national peers and the successful completion of course coursed aligned with state standards.

To determine student success, growth, and proficiency, the following have been implemented at Grand River Prep: NWEA assessments administered in the fall, winter, and spring for Reading, Math and Language Usage (9th/10th grade); PSAT scores 9-10; for critical reading, writing and math; SAT/MSTEP scores (11th grade) for reading, writing, and math, course grades, and cumulative school-wide semester exams in all core subjects. The Grand River Prep staff meet weekly in their Professional Learning Community (Collaborative Planning Team) meetings to discuss and analyze student achievement in all core academic areas.

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.

All school goals were based on current student achievement data and align with meeting the student needs addressed in the Comprehensive Needs Assessment. There is a goal for each academic area focusing on increased proficiency and growth for all students and identified subgroups.

We have designed our goals to represent the areas of needed growth on the NWEA, as well as the area of growth needed based on the results of the PSAT, SAT, MSTEP. All assessments for a need for improved math, reading and writing.

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?

The goals are designed to apply to all students in grades 9-11; all student data is taken into account and used to determine if each goal is being met or if progress is being made. Special recognition to children who are disadvantaged occurs in a number of ways: early identification in summer and personal invitations given to attend summer workshops to prep for high school success, year-long after school tutoring program offered, paraprofessionals, and Academic Specialists available throughout the day to push into classrooms to assist teachers and occasionally pull students for small group or independent teaching, and students identified as at risk of not meeting the college readiness benchmarks for their grade level.

Component 2: Schoolwide Reform Strategies

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

To increase the academic achievement of all students, Grand River Preparatory High School's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all students obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. Grand River Prep has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the Grand Rapids Community.

A summary of the Effective School Research is as follows:

- Clear school mission
- High Expectations for success
- Instructional Leadership
- Frequent monitoring of student progress
- Opportunities to learn
- Safe and orderly environment
- Strong home -school relations

In addition to adopting the characteristics of Effect School Research, Grand River Prep's educational program is centered on its mission of preparing each student for college success and a life well lived. By using curriculum that is research-based, including the College Board's recommendations for rigorous classes, Advanced Placement classes, Standards-Based Grading system, alignment to Michigan State Standards and other state and national instructional guidelines as well as a structured discipline program using PBIS, Grand River prep ensures that every student will be prepared for college success.

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).

Grand River Prep focuses on differentiated instruction as a primary school-wide reform strategy to meet the learning needs of all students in all general education classes. Differentiated instructions allows for low performing subgroups (i.e. IEP or At-Risk or African American) to be targeted for specific skill development and provides them access to the general education curriculum through differing methods and supplemental support. This also allows for enrichment activities for students who have mastered the content standards and are performing at a higher level. Teachers meet weekly in the Professional Learning Community (Collaborative Planning Team) meetings to focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops, and team meetings. Individual student achievement data and growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program. Additionally, Standards Based Grading increases the quality and quantity of instructions, students are provided semester goals with their Priority Standards, and then are given specific ways to get there with the teaching and formative assessment process that are aligned to the learning targets.

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

All strategies (No Red Ink, teacher PD, differentiated instruction, Standards-Based Grading, PLC/CPT process, after-school tutoring, etc.) outlined in the school-wide plan align with finding of the needs assessment.

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.

As part of the school-wide academic support model, Grand River Prep has adopted a school-wide strategy of ensuring the delivery of additional interventions and opportunities that focus on students who need to grow in their basic or background knowledge - "at-risk" students and/or low performing subgroups according to the school's CNA. In Marzano's analysis of research on school, teacher, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Grand River Prep works to provide students who are identified as deficient in basic or background knowledge with improved opportunities to increase this knowledge and accelerate their learning and close the achievement gap. These interventions and opportunities include: after-school tutoring, support classes, small group instruction, paraprofessional push ins, and other interventions, like Check-In/Check-Out (CI/CO) that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

After School Intervention Tutoring

In conjunction with After School Tutoring, Grand River Prep offers Intervention Tutoring on a weekly basis with students who are identified as tier 2 or 3 and struggling to meet academic expectations with the Tier 1 interventions. During this time, students are assigned to paraprofessionals, who monitor their academic progress and help provide remediation and interventions. To be referred to Intervention Tutoring, content teachers help identify students who are struggling and could benefit from additional skill development. Struggling students should meet at least one of the following criteria: lacking basic skills, needing organizational assistance, continuously missing assignments, poor performance on assessments, or having multiple failing grades. The Support Staff initiates parent contact, and organizes an intervention plan and schedule.

Monday Elective Academic Support

As a supplement to After School Intervention Tutoring, Grand River Prep offers additional tutoring session in the form of an elective. This elective is open to all students who wish to have additional support and on-on-one instructions by the Monday Elective teacher. Parents may also request this intervention for their child. Like After School Intervention Tutoring, Academic Support is meant as a supplement available to students needing or requesting additional academic time to promote success in the classroom. Students bring work from any of their course and are given help from a certified teacher. Teachers re-teach and reinforce concepts from core academic areas. This allows students to keep current with their studies, reducing the chance of them falling behind, losing engagement and failing to make progress in their courses.

Paraprofessionals

Paraprofessionals are utilized in every core subject area. Specific paraprofessionals are assigned only to math, science, English or Social Studies to allow these individuals to focus more thoroughly on the content. Paraprofessionals also work with identified students to focusing on building student skills based on classroom content and performance, and/or based on NWEA MAP focus areas. Paraprofessionals also maintain a caseload of at-risk students with whom the Check-In/Check-Out with on a daily basis. This CI/CO helps improve student organization, study skills, and parent communication.

Recapture Academy and Summer Academy

Recapture Academy and Summer Academy are online credit-recovery courses available to students during the spring semester and summer months who did not master the State's academic achievement standards during the school year to earn credit for a course. As credit-recovery programs, Recapture and Summer Academy individualize lesson and assessments that struggling students were not successful at during the school year and are considered at-risk for grade promotion. The online format is a differentiated approach that allows students to progress in the class at a rate appropriate to their ability level and is an intensive reteaching method. While Recapture and Summer Academies are open to all students that did not master the State's academic standards during the school year, students who are especially at risk are targeted for these programs. Currently, almost all core subjects are offered for these programs.

Standards Based Grading

This model provides the levels of intervention needed for students. The teachers teach the skills and assess them, use the assessment to determine what the students need to work on and then based on the students' understanding of the skill, the teacher provides differentiated instruction and assessments for students to demonstrate mastery of the skill.

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

Grand River Prep reviews student progress continuously throughout the semester through weekly Professional Learning Communities (Collaborative Planning Teams) meetings, and midterms, with an extensive review at the semester end to adjust student supports and schedules as needed. Ensuring a continuous review process of student achievement ensures the acceleration of student learning in closing the the achievement gap. Grand River Prep believes that by identifying student needs early and providing them with supplemental, intensive interventions and opportunities, gaps in achievement will decrease. Additionally, Grand River Prep is, over a three year period, transitioning non-AP courses to a Standards-Based Grading (SBG) model with the 2nd phase of course transitioned during the 2015-2016 school year. This will ensure that students are being assessed on skills and specific learning targets related to those skills and will provide students with multiple opportunities to demonstrate mastery, as well as ongoing instructional feedback to teachers to facilitate appropriate differentiation to address students needs on a more individualized level.

The school's foundation of Effective School Research, coupled with these comprehensive school-wide reform strategies, is the means by which it ensures that all children are academically successful. Indeed these programs and strategies enable to the school to provide opportunities for all student to progress toward and demonstrate proficiency and to also ensure college opportunities for each student.

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	Yes, Grand River Prep is 100% compliant with the HQ NCLB requirements and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Label	Assurance	Response	Comment	Attachment
	2. Do all of the teachers meet the NCLB requirements for highly qualified? Provide an assurance statement. If no, what is the number that is not highly qualified and what is being done to address this? NOTE: A schoolwide program must have all highly qualified instructional staff.	Yes	Yes, Grand River Prep is 100% compliant with the HQ NCLB requirements and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

Teacher turnover rate from the end of 2014-2015 school year through the 2015-2016 school year is 18.75%, or 9 teachers.

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

Approximately 52% of the Grand River Prep teaching staff have between 0-3 years of teaching experience; the remaining 48% have 4+ years of teaching experience.

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

Grand River Prep attracts highly qualified teachers with its mission and vision of "preparing students for college success." The four pillars of our school are rigor, relevance, relationships, responsibility and moral focus. Since we set high standards for student achievement and strive to provide the highest quality of education and extracurricular activities and experience, the school attracts excellent educators. Candidates learn of our open positions at job fairs and through online job postings.

Our school is attractive because of unique features for students such as our Moral Focus curriculum, 1:1 laptop program, a Monday Elective option, after-school tutoring, a required College Advisory course, AP courses, strict behavior expectations and a dress code.

Unique opportunities for teachers include coaching athletics and leading clubs, a mentoring program for teachers, a competitive benefits package, tuition reimbursement, and technology-fitted classrooms. Also, as a new charter high school, teachers are instrumental in developing new curriculum and establishing departments, a prospect that attracts highly motivated teachers and leaders.

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

In addition to the above, the district has implemented a financial bonus program based on teacher effectiveness ratings, there is also an AP bonus for teachers based on the student scorers in their AP classes. The district also adjusted teacher salaries to be more competitive with local school communities. And finally the district has retained a recruiter in order to attract talent to the school.

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

The hiring committee has included in its process extensive information related to how teaching at Grand River Prep might be different than teaching at other schools. The committee also highlights, in detail, the general expectations of a Grand River Prep teacher, as well as the SY 2015-2016

Single Building District Improvement Plan

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unique expectations and opportunities. The goal is to ensure that candidates are as versed in the school culture and practices as possible to help them make an informed decision upon being offered a position. Highlighting the rationale for the school's unique expectations and maintaining very clear expectations is also a priority.

Additionally, we have a Teacher Appreciation Team that is dedicated to organizing events and otherwise affirming teachers for the work they do. We have also implemented a new compensation plan with adjustments made mid-year for all teachers who benefited from the new plan.

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.

In accordance with section 1119 and subsection (a)(4), Grand River Prep provides high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The School Improvement Team has identified professional development needs that align with the Comprehensive Needs Assessment and the School wide Reform Strategies. These include training on Standards-Based Grading, Professional Learning Community practices, Advanced Placement training, the Positive Behavioral Interventions and Supports model, technology integration, ELL and At-Risk teaching strategies, and differentiated instruction.

Grand River Prep will carefully integrate its professional development for the staff--for both teachers and paraprofessionals--into its collaborative team-focused culture and its ongoing teacher mentoring program and teacher support model. Grand River Prep schedules weekly after-school meetings that include professional learning communities, department meetings and full staff meetings.

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

The professional development is sustained and ongoing because there is a year-long schedule and plan for each course, organization wide, that includes additional professional development days for teachers of a course to come together to collaborate and further develop and refine the curriculum/activities/assessments they are using. In addition, at the building level, teachers in each course are meeting weekly and following a cycle and framework of questions to guide them in their planning and thinking. Building leaders, as well as teacher Curriculum Leaders and Curriculum Directors are meeting regularly with Collaborative Planning Teams and in one-on-one settings with teachers throughout the school year.

Single Building District Improvement Plan

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	<p>The 2016-17 professional development schedule for Grand River Prep's teachers and paraprofessionals is as follows:</p> <p>Summer 2016 Week-long AP Institutes for AP teachers.</p> <p>August 22-26, 2016 Five-day professional development session for teachers new to Wellspring Prep, with specific training in classroom management, instructional practice and protocols, curriculum implementation, Standards-Based Grading, and other information needed by new teachers.</p> <p>August 29-September 2, 2016 Five-day in-service for all staff--including instructional paraprofessionals--focusing on reviewing school policies and</p>	

Component 6: Strategies to Increase Parental Involvement

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

The design of the schoolwide plan involved stakeholders, including representative parents, who serve on the School Improvement Team. Parents were involved in the development and design of the schoolwide plan as a whole. Parents provided input on all aspects of the plan, but most notably on the parental involvement sections and on each of the identified school wide goals. The Team analyzed academic, perception, and process data in order to determine needs related to the schoolwide plan. In addition, parents provided input into the program design through several surveys and parent meetings.

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

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the School Improvement Team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals of ELA, math, reading and science. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year.

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

Each year, parents have multiple opportunities to provide feedback on their evaluation of the school's program: the parent satisfaction survey (given twice per school year), parent-teacher conferences (scheduled in both fall and spring), and parent information meetings (held throughout the school year). These results provide the School Improvement Team with information to revise and improve the plan for the following school year. Parents are also members of the School Improvement Team and have met consistently throughout the school year to provide feedback and information useful in improving the school and student success.

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, Grand River Prep has a Title I Parent Involvement policy. This policy is included in the Parent-Student Handbook published each year. This Handbook is available to families through a link on the school website, and hard copies are available by request. Additional hard copies are available in the main office.	GRP Parent Involvement Policy

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

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year. Additional activities will be added as needed.

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~Parent Meetings: Understanding of Standards Based Grading and Assessments (held in August and September)

~Curriculum Night: September date TBD (held annually)

...Parents are invited to visit each of their child's classroom teachers where they receive a syllabus summarizing the course expectations, and how these align with state content expectations.

~Parent Learning Events: Fall & Spring semester dates TBD (held annually, topics based on need)

~Parent meetings with Counselor, Teachers, or Administration (Open-door policy)

...Parents are encouraged to schedule meetings to help clarify course content standards and/or assessments through school newsletters, personal invites, or other notices.

~Assistance for parents with monitoring their child's progress:

...Infinite Campus-Updated live for parents to view online at anytime

...Teacher email/other computer-based communication

~Bi-annual Parent/Teacher Conferences: Early November and Late March

~New Student/Parent Orientation: Late August prior to the first day of school Fall 2014

...Provide Parents with Materials and Training to Work with their Child:

...Training and materials provided for accessing Infinite Campus, online textbooks and resources, etc.

~Parent/Principal Coffee: Held quarterly; 2015-16 dates TBD

...Portions of Parent/Principal Coffees train parents strategies that will assist their child at home (study skills, vocabulary games, note-taking, using resources and a textbook, and others upon parent request).

~Teachers will provide parents with strategies and tips to help their child be successful in the course.

~Title I Parent Meeting: Held in September and May, dates TBD

...Parents will be invited via the school newsletter, School Reach (personal emails), Infinite Campus notification, and/or personal letter/postcard invite to review the school's improvement plan and goals, Title I programs and activities, the requirements of Title I, and the right of parent involvement.

~Training provided to staff for effective parent involvement:

...All-staff Professional Development Week: Week prior to first day of school

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...The school's Parent Involvement Policy and Parental Partnership (Appendix B) is reviewed with all staff.

...Commitment to Excellence Contract (Parent/Teacher Compact) (Appendix C) is reviewed and signed by all staff.

~Providing information in a format and language that parents can understand (includes assessment results, grade report forms, and other notifications):

...Format - Documents are presented to parents in a user-friendly format that restates heavy educational or content vocabulary that parents may not understand and presented in a very clear, concise layout. During parent meetings, abbreviations that are common in the educational world are explained and described in greater detail to foster parent understanding and contributions to meetings.

...Language - Documents sent home to families that speak a language other than English, are translated to the appropriate language. When parents are contacted via phone or in-person, the school provides a translator when needed to ensure parent involvement and participation.

Also, the Infinite Campus Parent Portal allows parents to convert from English to Spanish.

...Additional Parent Supports Provided (parents may request supports not listed here directly to administration or as feedback in parent surveys and meetings)

~Parent Teacher Organization (PTO): meetings held monthly

~Teacher email/other computer-based communication

~School Reach: a computer-based notification system used for important announcements, updates, and a weekly school newsletter

~Financial Aid Night: primarily for 11th grade parents and students, however anyone may attend; date TBD

~Parental Partnership: Title I Parent Involvement Policy (Appendix B) available in Grand River Preparatory Parent and Student Handbook page 50:

...Policy that addresses the importance of parent involvement.

...Commitment to Excellence Contract (Parent/Teacher Compact) (Appendix C) Available in Grand River Preparatory Parent and Student Handbook page 69

~Volunteer Opportunities: Athletics/ School event concession stand, Driving to events, Chaperoning, Career Day, Day of Service

Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents; 2) provides materials and training to help parents work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; and 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language. In addition, Grand River Prep provides full opportunities for parents with limited English proficiency,

disabilities, and parents of migratory children to be involved with in the activities of the school and to receive appropriate information and school reports. Specifically, translated documents, translators for meetings, assistance for parents with disabilities as requested (i.e. mobility assistance), and community connections with agencies assisting migratory families. As such, it complies with NCLB Section 1118(e) 1-5 and (f).

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

Parental involvement activities, and the parent involvement component of this school-wide plan, will be involved in the annual evaluation of the school-wide plan. Feedback from parents provided through parent surveys distributed during the spring electronically and with hard copies, parent feedback generated from Parent/Principal meetings held throughout the year, and input from the School Improvement Team's parent representative(s) participation in the evaluation process will be incorporated into the review process and the school-wide plan and programs will be adjusted accordingly.

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

Evaluation results will be analyzed as part of the yearly Comprehensive Needs Assessment. Feedback from parents provided through the methods stated in Component 5 and their participation in the evaluation process will be incorporated into the review process and the school wide plan and programs will be adjusted accordingly each spring as part of the school's continuous improvement process.

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

The school-parent compact (Commitment to Excellence Contract) is developed in collaboration with parents through parent participation and input in school improvement meetings. The compact, which includes all NCLB required components, is reviewed by parents at least annually. Parent input is collected through parent meetings and parent surveys.

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

N/A

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

The Parent Compact (Commitment to Excellence Contract) is shared with parents via the Student-Parent Handbook each fall as a copy is located there. The Parent Compact is used in all meetings with incoming families who meet with the Assistant Principal and/or Principal. Additionally, this form is mailed home and collected (signed and dated) two times per school year.

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

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

Written and verbal communication will be provided to parents and families regarding student progress on State, norm-referenced, and classroom assessments. Communication will occur regularly throughout the year and will be shared in a language that parents can understand. As such, the school complies with Section 1113(b)(3). The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. Assessments can be daunting to parents that have limited understanding of not only the language, but also educational language and acronyms. Parents will be encouraged to meet with a counselor, administrator, or teacher to discuss assessment results that will allow for a clear and concise translation explaining educational wording or removing information that is not relevant and could cause confusion to parents.

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?

N/A

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?

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers have significant input into school-based academic assessments. At this time, most subject department teachers have shared planning time and are expected to spend a minimum of one day each week reviewing student needs, developing instructional strategies to address those needs, and assessments to ensure needs are met. On the days that subject department teachers do not meet, teachers are expected to use the time to plan in group or individually. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the Collaborative Planning Team process, teachers work collaboratively to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Teams of teachers from each school of common grade level and content routinely meet to analyze academic assessments. Additionally, the school's administration surveys teachers on an annual basis to solicit feedback, including the school's academic assessments.

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

Teachers are active participants in the analysis of data to improve the academic achievement for all students. The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA MAP administration, all teachers analyze the data they receive and create action plans for student intervention. Teachers also analyze school-based assessments, PSAT, SAT, and MME data. Based on this analysis, they adjust their instruction and differentiate to best meet student needs. Teachers gather more data with each assessment and adjust their instruction as needed. In addition, teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate classroom-based interventions.

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

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

The school utilizes many data points to identify students who are experiencing difficulty mastering the State's academic achievement standards at an advanced or proficient level, including the analysis of: 1) a student's cumulative file upon arriving to the school which can identify previous academic struggles, 2) scoring below the 50th percentile on the Northwest Evaluation Association Measures of Academic Progress, 3) placement tests for math and world language, and 4) teacher recommendation. Academic progress is monitored through these methods, as well as the formative assessment process used in Standards Based Grading courses in all content area classrooms as outlined above. In addition to content teacher recommendations, Support Staff, including Special Education teachers and Paraprofessionals, identify and target specific students and initiate a plan for additional academic support as part of the Response to Intervention (RTI) framework for students not mastering the State's academic achievement standards.

Grand River Prep implements a RTI strategy called Intervention Assistance Team (IAT) that promotes early intervention and consistent monitoring of student progress both academically and behaviorally; this team consists of our Special Education teachers, Academic Specialist, Assistant Principal, and Principal. The RTI framework consists of three tiers in which students move freely depending on the intensity of interventions needed for students to be successful. The first tier contains all students and emphasizes differentiated instruction to meet their individual learning needs. There may also be minor accommodations made in the general education setting when needed. The second tier provides additional support to students not making progress in tier one. These additional supports can include meetings with support staff or individualized/small group work with paraprofessionals during the week to build specific skill areas, providing accommodations for unique learning styles, strategic placement in classes containing support staff, enrolling in an additional math or reading course, and/ or all of these combined including after-school academic opportunities. The final tier meets the additional needs of students with IEPs through special education services and programs, or students needing individualized, intensive interventions. IAT is not limited to English Language Arts or Math. Rather, it targets all four subject matters: ELA, Math, Social Studies, and Science, as well as behavior.

The Intervention Assistance Team (IAT) is responsible for maintaining the RTI framework within the school by assisting teachers with differentiation, modifications, and accommodations, creating academic/ behavior intervention plans based upon teacher or parent student referrals, provide intervention to students/ track interventions provided by the student's teachers, and monitor progress of interventions weekly and adjust plans accordingly.

To ensure that students are appropriately placed and receiving all of the necessary supports throughout the school year, 9th and 10th grade students take the NWEA assessments in reading, English language usage, and math in the fall, winter, and spring. These results are reviewed as a whole staff to assist teachers with differentiating in the classroom, identify other students needing additional supports, and to analyze student growth during the school year.

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

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Additional assistance is provided to students in need through out-of-school instructional opportunities such as after-school tutoring and summer learning programs, as well as the in-school response-to-intervention strategies. Additionally, there are mid-year and summer opportunities for credit recovery. Extracurricular programs, access to community resources, and other services based on student academic needs as demonstrated by baseline proficiency data from NWEA MAP assessments will also be offered. All programs reinforce additional assistance for all content areas: English Language Arts, Math, Social Studies, and Science. Further detail regarding intervention and support services is outlined below.

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

Differentiated Instruction

Grand River Prep focuses on differentiating instruction to meet the learning needs of all students. Collaborative Planning Teams meet to focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. English teachers assign independent reading books based on student's Lexile (reading level) to meet struggling learners (and advanced learners) at their reading levels, increasing the likelihood of their achievement growth. English teachers also differentiate the inputs (encountering information), product (work that students produce to signify learning, and process (the way students go about studying and learning) on selected writing and literature units of instruction to stimulate student engagement and provide opportunities to work on individually targeting skills.

Additionally, Sound Reading Framework is infused into the English curriculum and provided at a more intense level for the most at-risk students. Students are placed in mathematics classes based on their placement tests and added to support classes when they have been identified as needing further instruction in basic skills. Students in science and social studies classes are given options and choices for how to complete assessments to encourage engagement, the completion of projects, and the meeting of learning standards. As part of the Collaborative Planning Team Cycle, teachers are required to include re-teaching strategies and plans to scaffold instruction to provide supports for at risk students in their weekly lesson plans when constructing units. School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops and team meetings. Classroom observation protocols (which include formative assessment and differentiation strategies), individual student achievement data and demonstrated growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program.

Standards-Based Grading & Formative Assessment Process

Another way that Grand River Prep teachers provide differentiated instruction is through the formative assessment process which is built into the school's standards-based grading initiative. The school uses formative assessment as a strategy within standards-based grading that ensures that teachers and students can establish and communicate student learning goals and track student progress. The school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success as they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals--which align with the State's High School Content Expectations--teachers can effectively provide feedback on student learning through the use of formative assessment. Since teachers have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning.

Intervention Assistance Team (IAT)

Grand River Prep implements a Response-to-Intervention (RTI) strategy called Intervention Assistance Team (IAT) that promotes early

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intervention and consistent monitoring of student progress both academically and behaviorally. The RTI framework consists of three tiers in which students move freely depending on the intensity of interventions needed for students to be successful. The first tier contains all students and emphasizes differentiated instruction to meet their individual learning needs. There may also be minor accommodations made in the general education setting when needed. The second tier provides additional support to students not making progress in tier one. These additional supports can include meetings with support staff during the week to build specific skill areas, providing accommodations for unique learning styles, strategic placement in classes containing support staff, enrolling in an additional math or reading course, and/ or all of these combined including after-school academic opportunities. The final tier meets the additional needs of students with IEPs through special education services and programs, or students needing individualized, intensive interventions. IAT is not limited to English Language Arts or Math. Rather, it targets all four subject matters: ELA, Math, Social Studies, and Science, as well as behavior.

The Intervention Assistance Team (IAT) is responsible for maintaining the RTI framework within the school through assisting teachers with differentiation and accommodations, creating academic/ behavior intervention plans based upon teacher or parent student referrals, provide intervention to students/ track interventions provided by the student's teachers, and monitor progress of interventions weekly and adjust plans accordingly. The IAT consists of special education teachers, general education teachers, paraprofessionals, school social worker, and an administrator.

To ensure that students are appropriately placed and receiving all of the necessary supports throughout the school year, 9th and 10th grade students take the NWEA assessments in reading, English language usage, and math in the fall, winter, and spring. These results are reviewed as a whole staff to assist teachers with differentiating in the classroom, identify other students needing additional supports, and to analyze student growth during the school year. Proficiency gaps regarding subgroups are also addressed and analyzed, and results are incorporated into differentiated instruction within the classrooms.

Math Support Classes

Students who have been identified as in need of additional assistance in math or reading are referred to take an elective hour that focuses on building their basic skills in these areas. In targeting the students who needed the most assistance, the class demographics mostly consisted of subgroups of free and reduced lunch, African American students, and female students.

Paraprofessionals

Paraprofessionals are also utilized to work with identified students during content classes focusing on building individual student skills based on classroom content and performance and/or NWEA MAP focus areas. Paraprofessionals have worked with students during Science, Social Studies, English Language Arts, and Math courses on building basic skills and background knowledge specific to the student needs.

Paraprofessionals are also assigned a caseload of At-Risk students based upon semester grades and NWEA scores. Paraprofessionals have a check-in/check-out system with these students focused around improving their behaviors, academics, organization, and preparation for classes.

After School Tutoring

Grand River Prep offers After School Tutoring program available on Tuesdays and Thursdays for an hour after school, where teachers are available for additional engaging academic time to promote a higher learning potential for all students. Following the RTI framework, Tier 1 students, or all students, participate in curriculum and interventions that enhance the learning process. Tutoring in this stage is open to any student at all proficiency rates that wishes to participate in after school instruction or help in any classes that the student is taking. This includes all four subject matters: ELA, Math, Social Studies, and Science. Based on academic performance, Advisory teachers recommend

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students with failing grades to attend tutoring. Advisory teachers send generic emails to parents regarding their child's need to attend tutoring to advise them of their child's academic performance and their opportunities for immediate support.

Intervention Tutoring

In conjunction with After School Tutoring, Grand River Prep offers Intervention Tutoring on Tuesdays and Thursdays, where identified Tier 2 or 3 students struggling to meet academic expectations with Tier 1 supports are referred for more intensive interventions. During this time, students are assigned to the Support Services Staff where they will receive remediation and interventions and be monitored on their academic progress. To be referred to Intervention Tutoring, content teachers (ELA, Math, Social Studies, and Science) identify students struggling and who could benefit from attending tutoring for skill development. Struggling students should meet at least one of the following criteria: lacking basic skills, needing of organization assistance, continuously missing assignments, poorly performing on assessments, and having multiple failing grades. The Support Staff initiates parent contact and receives commitment for their child's Intervention Tutoring. The Intervention Tutoring teachers will keep contact and update parents regarding their child's progress while in Intervention Tutoring. Intervention Tutoring targets students who do not reflect their grade level proficiency and several students in Intervention Tutoring are from the IEP-Yes subgroup.

Academic Support Monday Elective

As a supplement to After School Tutoring, Grand River Prep offers an additional tutoring session in the form of an elective. This elective is open to all students who wish to have additional support and one-on-one instruction by the Monday Elective teacher. In addition, parents may request to have their son or daughter registered in Academic Support. Like After School Tutoring, Academic Support is meant as a supplement available to students needing or requesting additional academic time to promote success in the classroom. Students bring homework from any of their courses and are given help from a certified teacher. This allows students to keep current with their studies, reducing the chance of them falling behind and losing interest in their courses.

Recapture Academy/ Summer Academy

Recapture and Summer Academy consists of online classes available to students during the spring semester and summer months who did not master the State's academic achievement standards during the school year to earn credit for a course. As a credit-recovery program, the online format is a differentiated approach that allows students to progress in the class at a rate appropriate to their ability level and is an intensive re-teaching method. While Recapture and Summer Academy is open to all students that did not master the State's academic standards during the school year, students who are especially targeted for Recapture and Summer Academy are students with IEPs, and any students who have not earned credit in the course. Currently, almost all core courses are offered in Recapture and Summer Academies.

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.

Grand River Preparatory High School ensures that the use of all federal, state, and local funds is coordinated through meetings with our grant consultant multiple times during the year to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process.

While funding will not be consolidated, the school's entire educational program is supported by the Grand River Prep Schoolwide Plan; this includes supplemental programs (supported through federal Title I funds and State 31a funds), such as summer learning opportunities, after-school tutoring, supplemental paraprofessional support in content area classes, and additional supplemental materials. The school's professional development program is supplemented with funding available through Title IIA. All supplemental programs, materials and professional development funded by State and Federal resources are directly linked to the school's goals, activities, and Schoolwide Reform Strategies outlined in the Schoolwide Plan.

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.

Grand River Prep uses several resources to implement the required Schoolwide Plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Titles IIA, are also supported by the school's Schoolwide Plan. While funding will not be consolidated, the school's entire educational program is supported by Grand River Prep's Schoolwide plan; this includes supplemental programs (supported through federal Title I funds and State 31a funds), such as summer learning opportunities, after school tutoring, supplemental paraprofessional support in content area classes, and additional supplemental materials. The school's professional development program is supplemented with funding available through Title IIA. All supplemental programs, materials and professional development funded by State and Federal resources are directly linked to the school's goals, activities, and Schoolwide Reform Strategies outlined in the Schoolwide Plan.

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.

Since Grand River Prep is a single-school, 9-12 charter school, it does not currently apply for or receive violence prevention funds, housing program funds, Head Start funds, adult education funds, vocational and technical education funds, or job training funds. If the school receives these funds at any point in the future, their use will be coordinated along with all other available funds through the school's Schoolwide Plan. While the school receives funds through the National School Lunch Act/Child Nutrition Act, their use is not coordinated under this plan as they do not contribute directly toward upgrading the school's educational program.

Evaluation:

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

Grand River Prep staff evaluates the implementation of the school-wide plan and programs through the school improvement process. The school improvement team and the staff will analyze results of SAT, EdYes! Report, NWEA, and teacher-made formative assessments to determine if goals were met. During weekly staff and Professional Learning Community meetings, the staff identifies students with the greatest need and uses data to determine whether or not those students are achieving the standards. Appropriate supports are then put into place to support students not making gains. The school improvement process at the school will be ongoing and components will be reviewed and revised to assess continuous student improvement. Weekly PLC meetings, full staff meetings, and quarterly service days will be used for the staff to share in the evaluation process.

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

The school improvement team and the staff will analyze MEAP, NWEA MAP, PSAT, SAT and M-STEP data to determine if goals were met. Appropriate supports will be put into place to support students not making appropriate gains.

In accordance with title 34 of the Code of Federal Regulations, §§200.26 through 200.29, the school:

~Annually evaluates the implementation of, and results achieved by, the school-wide program, using data from the State's annual assessments and other indicators of academic achievement; -Determines whether the school-wide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards

~Revises the plan, as necessary, based on the results of the evaluation to ensure continuous improvement of students in the school-wide program

These activities are carried out each spring/summer as part of the school's continuous improvement process, and evaluation are be documented.

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.

NWEA, PSAT/SAT data is used to measure student growth and proficiency toward meeting the School Improvement Plan goals.

Each year, the programs offered to students identified as "at risk" (those students who are not meeting their college readiness goals for their current grade level) are reviewed for effectiveness and are either revised for improvement or dissolved.

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 programs developed and implemented, as outlined in the SIP, are monitored throughout the school year for growth. Programming is revised, as needed, at the end of each semester to provide better services the following semester.

2016-17 Goals and Objectives

Overview

Plan Name

2016-17 Goals and Objectives

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 will demonstrate growth in Reading	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
2	All students will demonstrate growth in English Language Arts	Objectives: 2 Strategies: 1 Activities: 8	Academic	\$0
3	All students will demonstrate growth in Mathematics	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
4	The school climate will improve	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All students will demonstrate growth in Reading

Measurable Objective 1:

65% of Ninth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Incorporate strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Teachers will implement differentiated strategies to meet the needs of their students

Teachers will incorporate multiple forms of presentations

Teachers will incorporate the use of online support materials

Category: English/Language Arts

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12. -Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -Lemov, Doug (2010). Teach Like a Champion -Gardner, H. (2000). The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves. - Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. -NCTM (2006). National Council of Teachers of Mathematics. -Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom. -Lemov, Doug. (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring, extended day tutoring offered Monday-Thursday; Additional supports include: Monday Academic Support Electives and opportunities for Summer/Recapture Academy courses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal will hire/assign

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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 2:

55% of Tenth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Incorporate strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Teachers will implement differentiated strategies to meet the needs of their students

Teachers will incorporate multiple forms of presentations

Teachers will incorporate the use of online support materials

Category: English/Language Arts

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12. -Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -Lemov, Doug (2010). Teach Like a Champion -Gardner, H. (2000). The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves. - Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. -NCTM (2006). National Council of Teachers of Mathematics. -Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom. -Lemov, Doug. (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

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Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring, extended day tutoring offered Monday-Thursday; Additional supports include: Monday Academic Support Electives and opportunities for Summer/Recapture Academy courses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Grand River Preparatory High School

SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal will hire/assign
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 3:

65% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Reading by 06/15/2017 as measured by spring SAT Reading assessment.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Incorporate strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Teachers will implement differentiated strategies to meet the needs of their students

Teachers will incorporate multiple forms of presentations

Teachers will incorporate the use of online support materials

Category: English/Language Arts

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading Comprehension Habits in Grades 6-12. -Farstrup, A. & Samuels, S.J. (2002). What Research Has to Say About Reading Instruction. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -Lemov, Doug (2010). Teach Like a Champion -Gardner, H. (2000). The Disciplined Mind: Beyond Facts and Standardized Tests, the K-12 Education that Every Child Deserves. - Marzano, R., Pickering, D., & Pollock, J. (2001). Classroom Instruction that Works. -NCTM (2006). National Council of Teachers of Mathematics. -Tomlinson, C.A. (2003). Fulfilling the Promise of the Differentiated Classroom. -Lemov, Doug. (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Grand River Preparatory High School

The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring, extended day tutoring offered Monday-Thursday; Additional supports include: Monday Academic Support Electives and opportunities for Summer/Recapture Academy courses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff

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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal will hire/assign
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Goal 2: All students will demonstrate growth in English Language Arts

Measurable Objective 1:

60% of Ninth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support reading strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A	Hired by Principal

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Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and instructional staff
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff

Measurable Objective 2:

55% of Tenth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support reading strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Category: English/Language Arts

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A	Hired by Principal

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Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and instructional staff
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff

Goal 3: All students will demonstrate growth in Mathematics

Measurable Objective 1:

70% of Ninth grade students will increase student growth by meeting or exceeding growth targets in Mathematics by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support reading strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Category: Mathematics

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Single Building District Improvement Plan

Grand River Preparatory High School

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and instructional staff

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and credit recovery program staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 2:

55% of Tenth grade students will increase student growth by meeting or exceeding growth targets in Mathematics by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support reading strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Single Building District Improvement Plan

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Category: Mathematics

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and instructional staff

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and credit recovery program staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 3:

65% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Mathematics by 06/15/2017 as measured by spring SAT Math assessment.

(shared) Strategy 1:

Supplemental Instruction - Teachers and support staff will provide supplemental reading support to identified at-risk student to increase their proficiency inside of the classroom.

Use common and specific rubrics for reading

Use graphic organizers to support reading strategies

Identify struggling students and utilize lexile levels to differentiate reading in the classroom

Incorporate reading strategies to facilitate opportunities for students to reinforce and integrate concepts and skills

Single Building District Improvement Plan

Grand River Preparatory High School

Category: Mathematics

Research Cited: -Marzano, R., Haystead, M. (2008). Making Standards Useful in the Classroom. -Marzano, R., Pickering, J. & Pollock, J. (2001). Classroom Instruction that Works. -CollegeBoard Standards for College Success (2008). -Lemov, Doug (2010). Teach Like A Champion

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and instructional staff

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
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Activity - SAT Prep	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal and instructional staff

Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal and credit recovery program staff

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Goal 4: The school climate will improve

Measurable Objective 1:

collaborate to create and maintain consistent student expectations and identify and reward positive student behavior that results in a 10% decrease in referrals (per 100 students) by 06/15/2017 as measured by the number of negative behavior referrals per 100 students in InfiniteCampus.

Strategy 1:

Moral Focus and PREP Implementation - Teachers will receive training on Moral Focus and PREP interventions

Work to incorporate current behavior and moral focus initiatives and PREP

Single Building District Improvement Plan

Grand River Preparatory High School

Implement proactive, positive behavior interventions

Document and report on behavior interventions implemented

Refer to PREP to reinforce positive and expected student behavior at school category

Staff Training and Development - Teachers will receive on-going professional development throughout the school year

Category: School Culture

Research Cited: - Sugai (2008). School-wide Positive Behavior Support & Response to Intervention. - Michigan Board of Education (2006). Positive Behavior Support Policy. - Is School-Wide Positive Behavior Support an Evidence-Based Practice? Positive Behavior Intervention & Supports. pbis.org/research (2009). - Dunlap, W., Horner, R., Sailor, W., Sugai, G. (2008). Handbook of Positive Behavior Support: Issues in Clinical Child Psychology. - Richey David Dean, & Wheeler, John J. (2004). Behavior Management: Principles and Practices of Positive Behavior.

Tier: Tier 1

Activity - Moral Focus	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Moral Focus Team will meet periodically and provide support & incentives. Parents will be informed about Moral Focus through school orientations and the Parent and Student Handbook. Staff will reinforce Moral Focus and PREP expectations throughout the year.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Administrators and PBIS implementation team
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided to staff related to best-practices in instructional support and motivating students and training in effectively implementing and supporting a school-wide Moral Focus culture.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, General Fund	Administrators and PBIS implementation team
Activity - Student Recognition	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Principal and Teachers will identify and acknowledge students that are demonstrating positive behaviors through use of Infinite Campus, Moral Focus rewards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Administrators and PBIS implementation team
Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.</p>	<p>Parent Involvement, Behavioral Support Program, Community Engagement</p>	<p>Tier 2</p>	<p>Implement</p>	<p>09/06/2016</p>	<p>06/15/2017</p>	<p>\$0</p>	<p>Title I Part A, Section 31a</p>	<p>School social worker</p>
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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
Moral Focus	Moral Focus Team will meet periodically and provide support & incentives. Parents will be informed about Moral Focus through school orientations and the Parent and Student Handbook. Staff will reinforce Moral Focus and PREP expectations throughout the year.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administrators and PBIS implementation team
Teacher Collaborative Planning Teams	Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Professional development will be provided to staff related to best-practices in instructional support and motivating students and training in effectively implementing and supporting a school-wide Moral Focus culture.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administrators and PBIS implementation team
Teacher Collaborative Planning Teams	Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff

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Student Recognition	Principal and Teachers will identify and acknowledge students that are demonstrating positive behaviors through use of Infinite Campus, Moral Focus rewards.	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administrators and PBIS implementation team
Teacher Collaborative Planning Teams	Teacher collaborative planning teams will meet by course-level weekly to plan for curriculum, instruction, and common assessments.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Tutoring	Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff
SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and instructional staff
Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff

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School Social Worker	School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 2	Implement	09/06/2016	06/15/2017	\$0	School social worker
Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Academic Specialist	The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal and credit recovery program staff
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal and Credit Recovery Staff

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After-School Tutoring	Tutors will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring, extended day tutoring offered Monday-Thursday; Additional supports include: Monday Academic Support Electives and opportunities for Summer/Recapture Academy courses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal will hire/assign
Academic Specialist	The Academic Specialist will identify students meeting eligibility criteria to provide supplemental support in the form of direct instruction during the school day.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal
Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve instructional practices that positively impact student achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal

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Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Teachers will be provided with professional development on reading interventions, creating common reading rubrics, developing effective Collaborative Planning Teams, and the Teaching Observation Protocols.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal

Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
After-School Tutoring	Tutors will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring, extended day tutoring offered Monday-Thursday; Additional supports include: Monday Academic Support Electives and opportunities for Summer/Recapture Academy courses.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal and credit recovery program staff
Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher
After-School Tutoring	Tutors (HQ paraprofessionals) will support students' academic growth in targeted instruction in areas where learning gaps exist during Tues. and Thurs. after school tutoring and extended day tutoring offered Monday-Thursday.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal, supported by Academic Specialist, collaborate with regular classroom teacher

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School Social Worker	School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.	Parent Involvement, Behavioral Support Program, Community Engagement	Tier 2	Implement	09/06/2016	06/15/2017	\$0	School social worker
Professional Development	Professional development will be provided to staff related to best-practices in instructional support and motivating students and training in effectively implementing and supporting a school-wide Moral Focus culture.	Professional Learning, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Administrators and PBIS implementation team
Paraprofessionals	Paraprofessionals will provide supplemental support and instruction to students meeting eligibility criteria in small groups or one-on-one under the teacher's supervision after teacher directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
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