



Single Building District Improvement Plan

Grand River Preparatory High School
Grand River Preparatory High School

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Introduction

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

Improvement Plan Assurance

Introduction

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

Improvement Plan Assurance

Label	Assurance	Response	Comment	Attachment
1.	Which option was chosen for Goals and Plans?	Abbreviated Goals & Plans Template	Abbreviated Goals and Plans template has been uploaded	Grand River Prep SIP 2017-18 Abbreviated Goals and Plans

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 2015-16 School Improvement Plan was shared along with the goals for the 2016-17 School Improvement Plan and the Title I services tied to those goals. Parents were then invited to join the School Improvement Team for the 2016-17 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 2017-18 goals and strategies, and was concluded by the creation of the 2017-18 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 2017-18 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.

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The 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 2016-2017 school year was the ninth academic year for Grand River Preparatory High School. During the year, Grand River Prep enrolled 618 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 affect 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 Other Student Achievement Factors) 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 CheckIn/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 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 promotes 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 continuing with phase 3 of the SBG transition in non-AP courses with Eng 12, Spanish II, and Human Anatomy and Physiology transitioning towards SBG. 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		

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		

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 2015-2016 school year through the 2016-2017 school year is 13.95%, or 6 teachers

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

16 teachers (42%) have between 0-3 years of teaching experience; 22 (58%) 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.

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 2016-2017

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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.

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.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Grand River 2017-18 Professional Development Calendar

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		Grand River 2017-18 Parental 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.

~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

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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; 2016-2017 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

...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)

~"Titan Parent Crew" - parent volunteers who are signed up to help on an as needed basis for a variety of school related activities

~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

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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 - school serves grades 9-12.

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

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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.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Grand River 2017-18 School-Parent Compact

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 MSTEP 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?

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 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

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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 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

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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, afterschool 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.

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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.