



Single Building District Improvement Plan

Arbor Preparatory High School

Arbor Preparatory High School

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TABLE OF CONTENTS

Introduction.....	1
-------------------	---

Executive Summary

Introduction.....	3
-------------------	---

Description of the School.....	4
--------------------------------	---

School's Purpose.....	5
-----------------------	---

Notable Achievements and Areas of Improvement.....	7
--	---

Additional Information	8
------------------------------	---

Improvement Plan Stakeholder Involvement

Introduction.....	10
-------------------	----

Improvement Planning Process.....	11
-----------------------------------	----

School Data Analysis

Introduction.....	13
-------------------	----

Demographic Data.....	14
-----------------------	----

Process Data.....	17
-------------------	----

Achievement/Outcome Data.....	19
-------------------------------	----

Perception Data.....	24
----------------------	----

Summary.....	27
--------------	----

Single Building District Additional Requirements Diagnostic

Introduction 29

Single Building District Additional Requirements Diagnostic 30

Title I Targeted Assistance Diagnostic

Introduction 35

Component 1: Needs Assessment 36

Component 2: Services to Eligible Students 38

Component 3: Incorporated Into Existing School Program Planning 40

Component 4: Instructional Strategies 41

Component 5: Title I and Regular Education Coordination 43

Component 6: Instruction by Highly Qualified Staff 44

Component 7: High Quality and Ongoing Professional Development/Learning 45

Component 8: Strategies to Increase Parental Involvement 47

Component 9: Coordination of Title I and Other Resources 50

Component 10: Ongoing Review of Student Progress 51

Evaluation 53

2016-17 Goals and Objectives

Overview 55

Goals Summary 56

 Goal 1: All students will demonstrate growth in Reading 57

 Goal 2: All students will demonstrate growth in Language Usage 63

 Goal 3: All students will demonstrate growth in Mathematics 70

 Goal 4: All students will decrease behavior occurrences 76

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?

Arbor Prep has approximately 415 students in grades 9-12, within an overall community of 53,000 people located in Ypsilanti Twp, MI. Community demographics are: 10.5% of the population lives below the poverty line and the community ethnic breakdown is approximately 41% Caucasian, 41% African American, 1% Hispanic and 1% Asian, with 1% "Other". Arbor Prep's Free/Reduced lunch for the year 2015-2016 was 29% of the school population.

Students are coming from Ypsilanti Twp and other surrounding areas. The unique challenges that face Arbor Prep include serving students coming from disparate areas and school districts who arrive at Arbor Prep with varying levels of preparedness for the college prep curriculum.

Special School Features: One of the wonderful features at Arbor Prep is the wide range of diversity. The student population represents many different racial, ethnic, ability and religious backgrounds all working and learning with and from each other. The program of study at Arbor Prep is designed to ensure each graduate successfully completes a minimum of two AP courses, completes an application to college and is accepted to a four-year collegiate institution, completes 60 hours of community services and completes a senior project relating to service or other career interest.

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 Arbor Prep, 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.

Arbor Prep 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 Arbor Prep, 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.

Single Building District Improvement Plan

Arbor Preparatory High School

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:

Second graduating class (Class of 2016): 100% college-acceptance rate, \$4.4 million in merit-based scholarships earned.

U.S. News & World Report ranked Arbor Prep a Top 10 Michigan High School, and The Washington Post ranked Arbor Prep the #6 most challenging high school in Michigan.

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.

The School Improvement Team, which includes stakeholder representatives, meet throughout the year to analyze available data and to ensure curriculum, instruction, and assessment programs are appropriately supporting the school's improvement efforts. Staff review data, curriculum, instruction, and assessment continuously in weekly PLC meetings, faculty meetings, and leadership meetings. Parents are invited to review data, curriculum, instruction, and assessments throughout the school year through Curriculum Nights, Parent Title I meetings, and School Improvement Team meetings. The School Improvement Plan was shared along with the goals and the Title I services tied to those goals. 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 goals and strategies.

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

At the beginning of the school year, all school faculty receive professional development on the SIP and goals for the school year. Parents are also invited to a meeting at the beginning of the school year where the plan is explained and discussed. The School Improvement Team was comprised of two administrators, twelve teachers, and two parents. 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 2015-16 improvement goals. Information and feedback is gathered from the school faculty during the development of the goals and objectives, and the Board of Directors is presented with the plan once completed.

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

Each year the SIP data and goals are shared at Curriculum Nights and Parent Title I meetings. The school's annual report will be published and widely disseminated to parents, families, board members, authorizers, and staff each year. In addition, written and verbal communication to parents and families regarding student progress on State, norm-referenced, and classroom assessments will occur regularly throughout the year. School-wide, grade level, and classroom level academic reports will be shared and analyzed by staff on a regular basis to make continuous decisions about school improvement, instructional strategies, professional development, the incorporation of researched-based teaching and learning standards into our curriculum, along with building functions. Finally, an updated SIP is also posted to the community via the Arbor Prep website.

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?

Staffing FTE is based on enrollment. The trend has been an enrollment of about 400-410 students. Should enrollment increase, additional teacher staff would need to be hired. With enrollment steadily increasing every year, Arbor Prep is continuously recruiting staff for various teaching positions. The school budget will be based on enrollment numbers and adjusted throughout the year accordingly. Allocations for various resources will have a direct correlation to increased enrollment trends as more resources are needed to meet the needs of more students. An increase in parent/guardian involvement is expected as there will be a greater number of parents to involve in the school community. We anticipate parent involvement through volunteering and attending parent learning meetings about Arbor Prep's school culture.

Challenges include having to orient a large number of students to the Arbor Prep school culture and curriculum. Many students are not yet prepared for the expectations and level of rigor experienced at Arbor Prep; this contributes to student attrition. Also, an increased number of schools in the area are offering the opportunity to earn college credits while attending high school; this is an attractive opportunity to families and students. Possible actions for these challenges are clearly define and explain the expectations of the school, as well as the many opportunities available as part of the school's marketing strategy.

Student Demographic Data

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

The three year trend shows a consistent attendance rate of 94%. We will strive to increase the student daily attendance average by .5%. This is well above the state average, but we will continue to put a focus on improving our overall attendance as we understand the impact this has on student learning.

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?

While a majority of behavior referrals happen during class time, as you would expect, our second largest area of incidence occurs during passing periods.

Student Demographic Data

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

We will continue to improve upon orientation for freshman, and maintain staffing assignments for freshman classes where strategies are
SY 2015-2016

Single Building District Improvement Plan

Arbor Preparatory High School

implemented for student motivation and accountability. Arbor Prep will also identify low achieving students earlier, potentially before the school year starts with CA-60 file reviews for all students and will place identified students in at-risk services to give assistance. In doing this, supports will be provided in conjunction with the rigorous curriculum and hope to retain the student population, thus decrease student mobility and attrition.

Through Arbor Prep's Advisory program, moral focus and student-centered lessons we will continue to emphasize the importance of a positive school culture. Administrators, faculty and students will engage in class discussion and activities that emphasize a positive school culture. The entire school wide behavior framework is built upon the principles of the Positive Behavioral Intervention and Supports (PBIS) model and moral focus. Along with this, we will revisit expectations for staff placement during passing time and identify any potential gaps in coverage where students may not be monitored.

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 Arbor Prep school leadership team is relatively new to administration. This can present issues in coaching classroom management and instructional pedagogy, which can lead to discipline problems, loss of instructional time, and less growth in student achievement overall. However, leaders in their first few years of administration are often eager to learn and try new things and receive mentoring from more experienced leaders which can help negate temporary deficiencies in other areas.

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?

Student achievement can be impacted by the level of experience of the teacher. Marzano states that it takes 10 years to become a master teacher (or 10,000 hours). With new teachers, time is spent on lesson creation and mastering the curriculum before mastering of pedagogy. Teachers who have taught the same subject for three or more years, can focus on pedagogy and intervention strategies. However, great teachers and teaching among both new and veteran teachers. Though more than half of the school's teachers have four or more years teaching experience, many do not. Of those that do not, many are novice teachers in their first year of teaching. This can present issues with classroom management and instructional pedagogy, which can lead to discipline problems and less growth in students. However, teachers in their first few years of teaching are often willing to try new things and demonstrate an enthusiasm in the classroom that more experienced teachers may lack.

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 leadership absences were due to professional learning, particularly related to the ongoing design and implementation of the Standards Based Grading model. Anytime a school leader is out of the building, there is a loss of opportunity for classroom coaching, modeling ideal behavior and expectations for staff and students, and managing the many other details of operating a highly effective school.

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 negligible at Arbor Prep. Most teacher absences were due to professional learning, particularly related to the ongoing design and implementation of the Standards Based Grading model. Anytime a teacher is out of the building, there is a loss of opportunity for student learning and growth. 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 that of the classroom teacher.

Teacher/School Leader(s) Demographic Data

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

To reduce this impact of leadership being out of the building, we will leverage 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 a school leader. Virtual meetings that allow school leaders to remain in the building and sending a proxy can also be utilized.

To reduce the impact of teachers being out of the building, we will send a smaller number of teachers in each course to attend the professional learning workshops and then act as trainers/leaders who report vital information and tasks back to their colleagues. Course teams can then collaborate on the work to be done in the building during designated collaboration times and/or at their convenience. Also, virtual meetings that allow the teacher to remain in the building and in his or her classroom for a portion of the day have also been utilized.

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?

Strengths:

Instructional Leadership; Indicator K: A Vision for Learning

Instructional Leadership; Indicator M: Results-Focused

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?

Challenges:

Communication: Cultural Responsiveness

Engagement: Partnerships

12. How might these challenges impact student achievement?

It's important for us to leverage parent partnerships. This can be as small as increasing communication and as large as getting parents more actively involved during and after school. We know from data that when parents are not involved in students school life there is an decrease in academic achievement, lower attendance rates, lack of motivation, more discipline problems and higher chances for dropping out.

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.

Create a school culture that helps families: Establish daily routines for academic excellence. Modeling the value of learning, self-discipline, and hard work. Expressing high but realistic expectations for achievement. Discussing the value of a good education and possible career options, staying in touch with teachers and school staff. The incorporation of these skills will be done in every class. Teachers will model and instruct around these ideas. This focus can be measured by the results from fall and spring student and parents surveys.

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 assigned, as appropriate, in courses with a paraprofessional, resource learning center class,

specialized academic tutoring after school, and/or Academic Specialist services during the day.

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 at all grade levels: online courses- Online classes embedded during the school day and offered through Michigan Virtual University; Blended learning opportunities- Blend of in class and online instruction developed to meet individual students' needs as necessary; Monday after-school electives - extracurricular opportunities; credit recovery programs during the school year and in the summer - Recapture Academy and Summer Academy to make up credits missed during the school year; dual-enrollment at local colleges/universities; and Tuesday/Thursday schoolwide tutoring - tutoring opportunity offered by the teacher of record to get additional support as needed.

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 Extended Learning Opportunities we offer. The school holds many meetings throughout the school year to update parents on Extended Learning Opportunities.

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?

Arbor Prep's body of evidence includes: course level notes/logs and lesson plans are posted at least weekly via Google docs, monthly course-level meetings with building leaders and/or the Curriculum Director, Moodle sites updated weekly, as well as regular observations and follow-up 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.

Arbor Prep does not participate in any health survey/screeners.

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 223.3 which translates to the 67th percentile in the fall and a RIT score of 226.2 which translates to the 72nd percentile in the spring. 10th grade students earned an average RIT score of 221.9 which translates to the 58th percentile in the fall and a RIT score of 225.9 which translates to the 71st percentile in the spring.

19b. Reading- Challenges

Though there may be an increase in the percentage of students on track to meet the College Readiness Threshold in both the 9th grade and 10th grade as measured by the NWEA, growth and achievement must be maintained for those students who have already met this benchmark and there are still many students who are not yet meeting the college readiness benchmarks.

19c. Reading- Trends

More growth is desired as a whole as students progress on from ninth grade. 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 Co-Teach English courses for 10th grade, as well as with the use of small group and one-on-one assistance with paraprofessionals for identified students in grades 9 and 10.

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 ninth 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 Co-Taught English courses for 10th grade, as well as with the use of small group and one-on-one assistance with paraprofessionals for identified students in grades 9 and 10.

20a. Writing- Strengths

According to NWEA fall to winter data, 9th grade students earned an average RIT score of 223.4 which translates to the 78th percentile in the fall and a RIT score of 226.7 which translates to the 81st percentile in the spring. 10th grade students earned an average RIT score of 224.4 which translates to the 78th percentile in the fall and a RIT score of 226.8 which translates to the 81st percentile in the spring.

20b. Writing- Challenges

Though there may be an increase in the percentage of students on track to meet the College Readiness Threshold in both the 9th grade and 10th grade as measured by the NWEA, growth and achievement must be maintained for those students who have already met this benchmark and there are still many students who are not yet meeting the college readiness benchmarks.

20c. Writing- Trends

More growth is desired as a whole as students progress on from ninth grade. 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 challenges.

20d. Writing- Summary

Single Building District Improvement Plan

Arbor Preparatory High School

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 ninth 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 challenges through intentional scheduling of paraprofessional and Academic Specialist assistance, as well as through the PLC process and differentiation.

21a. Math- Strengths

According to NWEA fall to winter data, 9th grade students earned an average RIT score of 231.5 which translates to the 57th percentile in the fall and a RIT score of 235.7 which translates to the 58th percentile in the spring. 10th grade students earned an average RIT score of 234.3 which translates to the 67th percentile in the fall and a RIT score of 239.7 which translates to the 75th percentile in the spring.

21b. Math- Challenges

Though there was an increase in the percentage of students on track to meet the College Readiness Threshold in both the 9th grade and 10th grade as measured by the NWEA, growth and achievement must be maintained for those students who have already met this benchmark and there are still many students who are not yet meeting the college readiness benchmarks.

21c. Math- Trends

More growth is desired as a whole as students progress on from ninth grade. Math proficiency affects a student's success in many other aspects of their education, particularly the sciences.

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.

More growth is desired as a whole as students progress on from ninth grade, particularly in the subgroups not meeting or exceeding the school average for proficiency increase. Math proficiency affects a student's success in many other aspects of their education, particularly the sciences.

22a. Science- Strengths

There is not enough standardized test data to provide evidence of strengths in science. However, based on 2014-15 M-Step data, Arbor Prep students scored higher than the State with 42.5% at advanced or proficient compared to 29.4%.

22b. Science- Challenges

The challenge is that there is not enough standardized test data to determine the college readiness benchmarks.

22c. Science- Trends

There is not enough standardized test data to determine the college readiness benchmarks.

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.

There is not enough standardized test data to determine the college readiness benchmarks. However, one could conclude that more growth is desired as a whole as students progress on from ninth grade and tenth, particularly in the subgroups not meeting or exceeding the school average for proficiency increase in the area of math. Math proficiency affects a student's success in many other aspects of their education, particularly the sciences.

23a. Social Studies- Strengths

Single Building District Improvement Plan

Arbor Preparatory High School

There is not enough standardized test data to provide evidence of strengths in social studies. However, based on 2014-15 M-Step data, Arbor Prep students scored higher than Washtenaw ISD and the State with 65.1% of the students at Advanced or Proficient.

23b. Social Studies- Challenges

There is not enough standardized test data. However, Arbor Prep students performed higher than Washtenaw ISD and the State.

23c. Social Studies- Trends

There is not enough standardized test data. However, Arbor Prep students performed higher than Washtenaw ISD and the State.

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.

There is not enough standardized test data. However, Arbor Prep students performed higher than Washtenaw ISD (59.9%) and the State (43.9%) with 65.1% at advanced or proficient.

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?

Based on Spring data, the highest areas of student satisfaction were with the following sub-categories:

- ~Counselor (my teacher shows respect for me)
- ~Coach (my teacher tells me when I am doing a good job)
- ~Expert (my teacher tells us facts about what we are studying that are not in our book)

24b. Student Perception Data

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

Based on Spring data, the lowest areas of student satisfaction were with the following sub-categories:

- ~Manager (my teacher has everything ready for the next activity)
- ~Motivator (my teacher encourages all students to participate not just those who raise their hand)

24c. Student Perception Data

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

The planned actions taken will be to enhance the training and coaching new teachers receive in effective classroom management and best instructional practices. Also, it will be imperative to spend time prior to the school year starting (during New and All Teacher PD) and in the first few weeks of school at the beginning of the year observing and reviewing classroom management strategies. In addition, Instructional Rounds will be implemented and a quarterly progress check in this area will be done during staff meeting time.

25a. Parent/Guardian Perception Data

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

Based on Spring data, the overall highest level of satisfaction among parents/guardians are:

- ~87% of parents feel the school keeps them informed through communications such as newsletters, e-mails and the school website.
- ~84% feel Arbor Prep has high expectations for their students
- ~89% feel the school is providing a safe environment for students

25b. Parent/Guardian Perception Data

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

Based on Spring data, the overall lowest level of satisfaction among parents/guardians are:

- ~28% of parents feel they receive adequate information regarding financial aid and scholarship opportunities
- ~41% of our families receive adequate information regarding the college application and acceptance process

25c. Parent/Guardian Perception Data

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

Actions planned to improve parent/guardian satisfaction are:

- ~Increased school programs that align with the needs of the college process
- ~Increased meetings and communication via website/email/newsletter regarding financial aid and scholarship opportunities
- ~Continued use of fall and spring surveys to address concerns
- ~Hiring of a college advising coordinator to help support and disseminate information regarding financial aid and scholarship opportunities

26a. Teacher/Staff Perception Data

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

Based on Spring data, the overall highest level of satisfaction among teachers/staff are:

- ~94% of teachers feel that O3 meetings are productive.
- ~94% of teachers feel that adequate opportunities exist for me to develop my leadership skills.

26b. Teacher/Staff Perception Data

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

Based on Spring data, the overall lowest level of satisfaction among teachers/staff are:

- ~33% of teachers feel that it would not take a lot for me to leave PrepNet.
- ~44% of teachers feel that employees openly admit their weaknesses/mistakes.

26c. Teacher/Staff Perception Data

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

Single Building District Improvement Plan

Arbor Preparatory High School

Actions planned to improve teacher/staff satisfaction are:

~Based on administrator best practice tools and resources from Leverage of Leadership, we will set a clear and concise vision for the school that helps to motivate and support teachers.

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.

Student achievement continues to improve as measured by NWEA, SBG, and SAT data. However, an improvement goal that we continue to strive towards for all students is meeting or exceeding the college readiness indicator as measured by PSAT/SAT. Additionally, student and teacher perception data indicates the need for a school culture and behavior goal to address inconsistencies in classroom management and discipline.

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 Comprehensive Needs Assessment 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 event is time and energy not spent on learning and achievement. Arbor 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 Moral Focus and PREP model will be provided to staff prior to the school year beginning. Additional "re-boot" sessions will be scheduled quarterly. These sessions will allow school leaders and staff to review data, note trends, and develop 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 Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	No	Not applicable (grades 9-12).	

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://arborprep.com/wp-content/uploads/2016/03/Arbor-Prep_2014-2015-Annual-Education-Report-FINAL-3-22-16.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 SE Suite 250 Grand Rapids, MI 49512 616-726-8900	

Single Building District Improvement Plan

Arbor 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		

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

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

Arbor 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		

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

Arbor 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 Suite 250 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 Targeted Assistance Diagnostic

Introduction

This diagnostic tool is aligned to requirements for Title I Targeted Assistance 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: Needs Assessment

1. How was the comprehensive needs assessment process conducted?

Arbor Prep's School Improvement Team conducted a Comprehensive Needs Assessment as a part of its annual school improvement process. During this process, data was collected and assessed as it relates 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 Measures of Academic Progress data, and local and formative assessment data (including subgroup analysis)
- Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
- Programs and process data, including curriculum alignment assessments, etc.
- Perceptions data, including staff survey results, parent survey results, perception information from community members, etc.

This data was analyzed and discussed by the School Improvement Team. Results of the analysis determined 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 process was used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas?

The school utilizes many data points to identify at-risk students, or students who need timely and additional assistance, including: 1) scoring below the 30th percentile on the NWEA MAP assessment, 2) course pre-assessments, 3) course performance, and 4) teacher recommendation. Academic progress is monitored through these methods as well as the formative assessment process, particularly in courses that have transitioned to the Standards-Based Grading model. Students are exited from the programs based on their progress against the aforementioned four factors.

3. List the multiple, educationally related, objective criteria established for the needs assessment process - consistent by grade level and content area - to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

The following objective criteria are established to generate a list of eligible students in grades 9-12: 1) scoring below the 30th percentile on the NWEA MAP, 2) course pre-assessments, 3) course performance, and 4) teacher recommendation.

4. For schools with preschool through grade 2: Describe the identification process for preschool through grade 2 if it is based solely on criteria such as teacher judgment, interviews with parents and developmentally appropriate measures that determine which children are failing or most at risk of failing to meet the State's challenging content and student performance standards.

Not applicable.

Single Building District Improvement Plan

Arbor Preparatory High School

Component 2: Services to Eligible Students

1. Describe the Title I, Part A program services which are provided to ensure eligible children receive supplemental assistance in the four core academic areas.

Arbor Preparatory High School has adopted a reform strategy of ensuring the delivery of additional interventions and opportunities that focus on students who need to grow in their basic or background knowledge specifically for Title I, Part A eligible students. 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 with improved opportunities to increase this knowledge and accelerate their learning and closing the achievement gap. These supplemental interventions and opportunities include: after-school support, small group instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful. Although students are not eligible solely based on ethnicity, gender, or free and reduced lunch status, according to the school's Comprehensive Needs Assessment many students meeting eligibility criteria for Title I, Part A service are students in the lowest performing subgroups: free and reduced lunch status, students with disabilities, and often African American students.

After School Intervention Support

In conjunction with After School Tutoring available to all students, Arbor Prep offers Intervention Support on Tuesdays and Thursdays in which identified students struggling to meet academic expectations 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 Support, content teachers (ELA, Math, Social Studies, and Science) identify students struggling with coursework, low scores on formative assessments, and/or below grade level according to NWEA MAP assessment and who could benefit from attending tutoring for skill development.

Monday Elective Academic Support

Arbor Preparatory High School offers an additional tutoring session in the form of an elective once per week. Similar to Intervention Tutoring, students meeting Title I, Part A eligibility criteria are referred for this supplemental support. Students bring work from any of their courses and are given help from a certified teacher. Teachers reteach and reinforce concepts from core academic areas. This allows students to keep current with their studies in all four core academic classes, reducing the chance of them falling behind, losing engagement and making progress in their courses.

Paraprofessionals

Paraprofessionals are utilized to work with identified students during content classes focusing on building individual student skills based on classroom content and performance, and/or based on 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, as well as accountability of student academic behavior (work completion, communication with parents, test preparation).

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 Academy and Summer Academy individualize lessons 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 re-teaching method. Currently, English, Math,

Single Building District Improvement Plan

Arbor Preparatory High School

Science, and Social Studies courses are offered at Arbor Prep during the Recapture Academy time frame. However, during Summer Academy, most subject matters will be available for students to regain credits.

Component 3: Incorporated Into Existing School Program Planning

1. How is program planning for eligible students incorporated into the existing school improvement planning process?

A formal Comprehensive Needs Assessment (CNA) is completed by the School Improvement Team at least annually. The identification and prioritization of needs for students who qualify for Title I, Part A services included in this analysis. Specific instructional strategies, supplemental interventions, and extended learning programs are included in the School Improvement Plan.

Component 4: Instructional Strategies

1. Which instructional strategies in the plan focus on helping eligible students reach the State's standards in the four core curriculum academic areas?

To increase the academic achievement of all students, Arbor 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. Arbor Prep has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the Ypsilanti community.

A summary of the Effective School correlates 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 Effective School Research, Arbor Prep's educational program is centered on its mission of preparing each student for college success. By using curriculum that is research-based, including the College Board's recommendations for rigorous classes, Advanced Placement classes, Standards-Based Grading system, and alignment to Michigan State Standards & other state and national instructional guidelines as well as a structured discipline program using Positive Behavioral Interventions & Supports (PBIS), Arbor Prep ensures that every student will be prepared for college success.

2. Identify the research-based methods and strategies in the plan that ensure effective methods will be utilized to improve overall student academic achievement.

Arbor Prep focuses on differentiating instruction as a primary school-wide reform strategy to meet the learning needs of all students in all general education classes. Differentiated instruction allows for low performing subgroups 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. Grade level and department meetings 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.

3. Describe your extended (supplemental) learning program, including how it provides an accelerated quality curriculum.

In addition to instructional strategies provided to students throughout the school day, Arbor Prep provides extended supplementary learning opportunities to eligible students. These supplemental learning opportunities include after-school tutoring, academic support during Monday Elective, and credit recovery opportunities as described in Component 2. All of these supplemental learning opportunities provide eligible students extended time to develop academic skills, receive extended instruction, and get assistance with coursework in all core academic areas.

4. Describe how you ensure that students are rarely pulled from their regular classroom to receive supplemental instruction through extended learning opportunities.

There is a limited research that removing students from the instructional setting in core academic areas to receive supplemental instruction is effective. Arbor Prep ensures that all students eligible for supplemental service and extended and learning opportunities are included in all regular education classrooms in order to make academic progress towards graduation requirements. Supplemental services provided to students during the day are in the form of course electives (not replacing a core academic course), through teacher directed intervention in the classroom, and/or paraprofessional support in any of the four core academic areas. Most supplemental instruction provided to eligible students is available through extended learning opportunities outside the school day.

Component 5: Title I and Regular Education Coordination

1. In what ways do ongoing coordination and integration occur between regular education and supplemental Title I, Part A programming - including services for children with Limited English Proficiency, if applicable?

It is essential that coordination between regular education and the supplemental Title I, Part A program be consistent and ongoing in order to provide meaningful opportunities and services to eligible students. Since many services provided to students during the school day happen during core academic classes, paraprofessionals and teachers communicate daily on interventions to provide eligible students during the school day. The extended learning opportunities provided to eligible students provide extended learning and assistance with work provided in core academic areas which requires teachers and support staff to communicate on current assignments and skill knowledge required by students.

As a charter high school, Arbor Preparatory High School enrolls students from multiple districts' middle schools to which our programs are not intentionally aligned. Therefore, the school provides programs and activities for students transitioning to ninth grade:

- Students identified during enrollment as needing summer instruction to close achievement gaps in their learning are invited to participate in Summer Academy.
- In the weeks leading up to the start of the school year, the staff plans a New Student Orientation for Freshmen, where incoming students meet their Advisory teachers, see classrooms, and receive their locker assignments.
- During the school year, students take a bi-weekly Advisory class, which, for ninth grade, focuses on organization and tips for high school success and also groups students with Advisors who monitor their academic progress.
- Teachers and Advisors or ninth grade students discuss the issues that high school freshmen encounter and provide additional assistance or whole group instruction when necessary.
- The special education/student services department supports those students most in need of individual assistance or whole group instruction when necessary.
- The staff participates in meetings with feeder middle schools to discuss alignment of subject area curriculum.

Eighth grade students at the feeder middle schools participate in Step Up days in which they spend one to two hours at the high school, experiencing classes and meeting the staff.

2. For schools with kindergarten: Describe the school's transition plan for preschool age children that involves more than a once a year visitation to the kindergarten classroom.

Not applicable.

Component 6: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	1. Do all of the Title I, Part A instructional paraprofessionals meet the NCLB requirements for highly qualified? Provide an assurance statement regarding this.	Yes	Yes, the school is compliant with the 100% qualified paraprofessional requirement 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 regarding this.	Yes	Yes, the school is compliant with the 100% qualified teacher requirement and assures compliance with Section 1119 of the No Child Left Behind Act of 2001.	

Component 7: High Quality and Ongoing Professional Development/Learning

1. What types of ongoing and sustained professional development/learning will the staff (teachers, principals, and paraprofessionals) receive to work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

In accordance with Section 1119 and subsection(a)(4), the school 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 CNA and schools goals. These include training on Advanced Placement, Professional Learning Communities, Positive Behavioral Interventions and Support, technology integration, writing rubrics, ELL teaching strategies, Standards-Based Grading, and differentiated instruction.

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

The 2016-17 professional development schedule for Arbor Prep's staff is as follows:

Summer 2016

Week-long AP Institutes for AP teachers.

August 22-26, 2016

Five-day professional development session for teachers new to Arbor Prep, with specific training in classroom management, instructional practice and protocols, curriculum implementation, Standards-Based Grading, and other information needed by new teachers.

August 29-September 2, 2016

Five-day in-service for all staff--including instructional paraprofessionals--focusing on reviewing school policies and procedures, differentiated instruction, Marzano strategies and assessments, Professional Learning Communities, Standards-Based Grading, Positive Behavior Intervention and Support roll-out, co-teaching, student support services and technology training.

Fall (September-December) 2016

Standards-Based Grading Workshops designed to move grading practices from a traditional points-based system to assessing students using proficiency scales tied to standards will be ongoing. Teachers from Biology, English 9, World History, Algebra I, Geometry, Chemistry, English 10, Civics/Econ, Algebra II, and Spanish I engaged in a series of course-specific workshops during first and second semester of the 2015-16 school year; this process will continue into 2016-17 for the courses that are in the next phase and continued support will be provided for the 9th and 10th grade levels.

November 2016

Professional development day for all staff focusing on topic(s) chosen by teachers throughout the school year.

Single Building District Improvement Plan

Arbor Preparatory High School

January 2017

Professional development day on effective teaching strategies and instructional practices.

February 2017

Differentiation, Standards-Based Grading and Curriculum Development Workshops designed to move grading practices from traditional points-based to assessing students using proficiency scales tied to standards will be ongoing.

March 2017

Professional development day on effective teaching strategies and instructional practices.

April 2017

Curriculum Development Workshops for Standards-Based Grading courses

May 2017

Curriculum Development Workshops for Standards-Based Grading courses

Other training may be provided over the course of the year, on an as needed basis. Additionally, the school will regularly review its overall professional development plan in order to ensure that it meets the needs of all staff and well equips them to ensure that students learn appropriately and can demonstrate mastery with respect to the school's curriculum, the State's standards, and national expectations.

2. If appropriate, what types of ongoing and sustained professional development/learning will be provided to parents, pupil services personnel, and other staff who work with Title I Part A eligible children in the Targeted Assistance program or in the regular education program?

All support staff participate in the ongoing professional development provided to teachers. In addition, parents receive professional development in the form of parent nights, weekly email updates, and other various notifications throughout the school year.

Label	Assurance	Response	Comment	Attachment
	3. Your school's professional development/learning plan or calendar is complete.	Yes		Arbor Prep 2016-17 PD Calendar

Component 8: Strategies to Increase Parental Involvement

1. How are parents involved in the design of the Targeted Assistance program plan?

Parents are involved in the design of the Targeted Assistance program through many direct and indirect events, communications, and surveys. 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 how these align with state content expectations
- Parent Learning Events: Fall & Spring semester dates TBD (held annually, topics based on need)
- Parent meetings with College Advisor, Teachers, or Administration
- 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 via 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 2016 to include: Training and materials with strategies and tips to help their child be successful, Infinite Campus, online textbooks and resources, etc.
- 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
- 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
- Documents are presented to parents in a user-friendly format
- 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
- 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
- Parent Volunteer Opportunities: Athletics/ School events, concessions, Chaperoning, Career Day, Day of Service

2. How are parents involved in the implementation of the Targeted Assistance program plan?

Parents will be involved in the implementation of the targeted plan by their continued participation in the School Improvement Team and also by attending the annual parent meetings in the Fall and Spring. They also participate in the parent involvement activities implemented to support the targeted goals. Parents will be invited to participate in the implementation of the Targeted Plan through other events and volunteer opportunities throughout the school year.

Single Building District Improvement Plan

Arbor Preparatory High School

Label	Assurance	Response	Comment	Attachment
	3. Are parents involved in the evaluation of the Targeted Assistance program plan? How are parents involved in the evaluation of the Targeted Assistance program plan?	Yes	Yes, parental involvement activities and the parental involvement component of this targeted plan, will be involved in the annual evaluation of the targeted plan. Feedback from parents provided through parent surveys distributed during the Fall and Spring (electronically and hard-copy) and input from the School Improvement Team's parent representative(s)' participation in the evaluation process and the targeted plan and programs will be adjusted accordingly.	

4. Describe how the parent involvement activities outlined in Section 1118 e (1)-(5) and (14) and Section 1118 (f) are implemented.

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 their children to improve their academic 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, 5) communicates information related to school and parent programs and activities are communicated in an understandable format and language, and 6) provides full opportunities for parents with limited English proficiency, disabilities, and parents of migratory children to be involved with the activities of the school and to receive appropriate information and school reports. As such, it complies with NCLB Sections 1118(e) 1-5 and (f).

5. Describe how the parent involvement activities are evaluated.

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

6. 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 School Improvement Plan, parent meetings and parent surveys. Since Arbor Prep is a high school, the school is not required to annually discuss the compact at parent-teacher conferences as stated in NCLB Section 1118(d)(1)(a).

Additionally, 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 Compact is used in all meetings with incoming families who meet with the Administration. Additionally, the form is mailed home and collected (signed and dated) two times per school year.

Single Building District Improvement Plan

Arbor Preparatory High School

Label	Assurance	Response	Comment	Attachment
	7. Do you have a Title I School-Parent Compact?	Yes		Arbor Prep Parent-Student Compact

8. How does the school provide individual student academic assessment results in a language 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. 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 college advisor, 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.

Label	Assurance	Response	Comment	Attachment
	9. Does the school have a Title I Parental Involvement Policy/Plan?	Yes		Arbor Prep Parent Involvement Policy

10. Describe how the parent compact is used at elementary-level parent teacher conferences.

Not applicable.

Component 9: Coordination of Title I and Other Resources

1. Describe how the Federal, State and local programs are coordinated and integrated to serve eligible children.

Arbor Preparatory High School ensures that the use of all Federal, State, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Targeted Assistance 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 Arbor Preparatory High School's Targeted Assistance 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 Federal and State resources are directly linked to the school's goals and activities outlined in the Targeted Assistance Plan.

2. Describe how the plan demonstrates coordination and integration of Federal, State and local programs and services in a manner applicable to the grade levels of the school: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Arbor Preparatory High School is a single-school, 9-12 charter school, it does not currently apply for or receive violence prevention 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. The school integrates McKinney-Vento and the National School Lunch Act/Child Nutrition Act.

Component 10: Ongoing Review of Student Progress

1. Describe how the progress of participating students is reviewed on an ongoing basis.

The school utilizes many data points throughout the year to monitor the progress of students participating in the Title I program:

- The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- Formative assessments are given throughout a unit to measure mastery of state standards.
- Students participating in select programs are progress monitored on a regular basis (i.e. courses with paraprofessional, in-class interventions, etc)

Students are exited from the Title I program or receive additional, more intense services based on their progress against the aforementioned three factors.

2. Describe how the Targeted Assistance program is revised to provide supplemental learning opportunities that enable participating children to meet the State's challenging student achievement standards.

The school utilizes many data points annually through the Comprehensive Needs Assessment, as well as throughout the school year to monitor and revise, as needed, the Title I program and services provided to students.

- The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers and school leadership analyze the data they receive.
- Formative assessments are given throughout a unit to measure mastery of state standards.
- Students participating in select programs are progress monitored on a regular basis (i.e. courses with paraprofessional, in-class interventions, etc)

Based on this analysis, the Targeted Assistance program services are revised, as needed.

3. Describe how teachers have been trained to identify students who need additional assistance or how to implement student achievement standards in the classroom based on the review of student progress.

Teachers regularly participate in training to better analyze data, differentiate instruction, and determine appropriate classroom-based interventions. They are active participants in the analysis of data to improve the academic achievement of eligible students. The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA administration, all teachers analyze the data they receive. Teachers also analyze PLAN and/or PSAT results depending on the content area and grade taught and analyze school-based assessments. Additionally, each department has common planning time and is expected to spend a minimum of one period each week reviewing student needs and developing instructional strategies to address those needs within the curriculum. Teachers also meet weekly either as a whole faculty or within Professional Learning Communities. Teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the formative assessment planning process, teachers work collaboratively with respect to the curriculum in order to identify what specific knowledge or skills students need to

Single Building District Improvement Plan

Arbor Preparatory High School

know and how they will determine when such learning has taken place. Instruction is adjusted accordingly by each teacher as they work to ensure mastery is attained at the identified levels for eligible students within their classroom.

Evaluation

NOTE: This is NOT a Targeted Assistance Plan Rubric Requirement---but it IS part of the process of Continuous School Improvement. This has been patterned after the Schoolwide Plan requirements, and it fulfills PA 25 requirements for an annual review of the plan.

1. Describe how the school evaluates the implementation of the Targeted Assistance program at least annually.

The Targeted Assistance program is reviewed in its entirety beginning in early April each school year. A Comprehensive Needs Assessment is completed, goals are set, and an updated plan is formed and communicated to all stakeholders.

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

The school uses NWEA and SAT data primarily for student achievement assessment. Additional data used includes demographics, attendance, behavior, and survey results.

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

NWEA and SAT data is used to measure student proficiency and growth toward meeting the School Improvement Plan goals. Each year, the programs offered to eligible students are reviewed for effectiveness and are either revised for improvement or dissolved.

4. Describe the process that is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of eligible students in the Targeted Assistance program.

The programs developed and implemented, as outlined in the School Improvement Plan, 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 Language Usage	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
3	All students will demonstrate growth in Mathematics	Objectives: 3 Strategies: 1 Activities: 8	Academic	\$0
4	All students will decrease behavior occurrences	Objectives: 1 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All students will demonstrate growth in Reading

Measurable Objective 1:

A 3% increase of Ninth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/16/2017 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 by.

- 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
- Implement differentiated strategies to meet the needs of their students
- Incorporate multiple forms of presentations
- 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	Monitor	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/16/2017	\$0	Other, 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	Monitor	09/06/2016	06/16/2017	\$0	General Fund	Principal and instructional staff
Activity - Teacher 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	06/16/2017	\$0	Other, Section 31a, 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 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	Monitor	09/06/2016	06/16/2017	\$0	Title I Part A, Other, 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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	02/13/2017	08/03/2017	\$0	Title I Part A, Other, Section 31a	Principal and Credit Recovery Program staff

Single Building District Improvement Plan

Arbor Preparatory High School

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	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Section 31a, Other, Title I Part A	Principal
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:

A 3% increase of Tenth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/16/2017 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 by.

- 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
- Implement differentiated strategies to meet the needs of their students
- Incorporate multiple forms of presentations
- Incorporate the use of online support materials

Category: English/Language Arts

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- 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.
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- 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.

Single Building District Improvement Plan

Arbor Preparatory High School

- 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	Monitor	09/06/2016	06/16/2017	\$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	Monitor	09/06/2016	06/16/2017	\$0	Title I Part A, Other, 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	Monitor	09/06/2016	06/16/2017	\$0	General Fund	Principal and instructional staff
Activity - Teacher 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	06/16/2017	\$0	General Fund, Section 31a, Other, 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	Monitor	09/06/2016	06/16/2017	\$0	Section 31a, Title I Part A, Other	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	02/13/2017	08/03/2017	\$0	Section 31a, Other, Title I Part A	Principal and Credit Recovery Program 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	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Title I Part A, Section 31a, Other	Principal
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:

75% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Reading by 06/16/2017 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 by.

- 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
- Implement differentiated strategies to meet the needs of their students
- Incorporate multiple forms of presentations
- Incorporate the use of online support materials

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Single Building District Improvement Plan

Arbor Preparatory High School

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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	Monitor	09/06/2016	06/16/2017	\$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	Monitor	09/06/2016	06/16/2017	\$0	Other, 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	Monitor	09/06/2016	06/16/2017	\$0	General Fund	Principal and instructional staff
Activity - Teacher 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	06/16/2017	\$0	Other, Section 31a, General Fund, Title II Part A	Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/16/2017	\$0	Other, 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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	02/13/2017	08/03/2017	\$0	Other, Section 31a, Title I Part A	Principal and Credit Recovery Program 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	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Section 31a, Other, Title I Part A	Principal
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 Language Usage

Measurable Objective 1:

A 3% increase of Ninth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/16/2017 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.

Single Building District Improvement Plan

Arbor Preparatory High School

- 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

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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 1	Monitor	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a, Other	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	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Other, 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	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff

Single Building District Improvement Plan

Arbor Preparatory High School

Activity - Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Other, 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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a, Other	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	Monitor	09/06/2016	06/15/2017	\$0	Other, Section 31a, Title I Part A	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 develop and improve instructional practices that promote student academic achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal.

Measurable Objective 2:

A 3% increase of Tenth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/16/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year growth rate for this cohort.

Single Building District Improvement Plan

Arbor Preparatory High School

(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.

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- Teachers will implement differentiated strategies to meet the needs of their students
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- Teachers will incorporate the use of online support materials

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Tier: Tier 1

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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 1	Monitor	09/06/2016	06/15/2017	\$0	Other, 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	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A, Other	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Title I Part A, Other, 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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a, Other	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	Monitor	09/06/2016	06/15/2017	\$0	Title I Part A, Other, Section 31a	Principal will hire/assign
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Arbor Preparatory High School

Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to develop and improve instructional practices that promote student academic achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal.
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Measurable Objective 3:

75% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in English Language Arts by 06/16/2017 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
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 1	Monitor	09/06/2016	06/15/2017	\$0	Other, 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

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/15/2017	\$0	Other, 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	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A, Other	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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	03/06/2017	08/03/2017	\$0	Other, 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	Monitor	09/06/2016	06/15/2017	\$0	Other, Title I Part A, Section 31a	Principal will hire/assign

Single Building District Improvement Plan

Arbor Preparatory High School

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 develop and improve instructional practices that promote student academic achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal.

Goal 3: All students will demonstrate growth in Mathematics

Measurable Objective 1:

A 3% increase of Ninth grade students will increase student growth by meeting or exceeding growth targets in Mathematics by 06/16/2017 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: Mathematics

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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Single Building District Improvement Plan

Arbor 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	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Other, 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	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A, Other	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	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Other, 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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Other, Title I Part A, Section 31a	Principal and Credit Recovery Staff

Single Building District Improvement Plan

Arbor Preparatory High School

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	Other, Title I Part A, Section 31a	Principal will assign/hire
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 and coach novice teachers to quickly develop and improve instructional practices that positively influence student learning.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 2:

A 3% increase of Tenth grade students will increase student growth by meeting or exceeding growth targets in Mathematics by 06/16/2017 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: Mathematics

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

Single Building District Improvement Plan

Arbor 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	Monitor	09/06/2016	06/15/2017	\$0	Other, 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	Monitor	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a, Other	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	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a, Other	Hired by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Arbor Preparatory High School

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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Other, Title I Part A, Section 31a	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	Other, Title I Part A, Section 31a	Principal will assign/hire

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 and coach novice teachers to quickly develop and improve instructional practices that positively influence student learning.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Measurable Objective 3:

40% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Mathematics by 06/16/2017 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: Mathematics

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

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/15/2017	\$0	Other, 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	Monitor	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a, Other	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	Monitor	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Section 31a, Other, Title I Part A	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Other, 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
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, Other	Principal will assign/hire
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 and coach novice teachers to quickly develop and improve instructional practices that positively influence student learning.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal

Goal 4: All students will decrease behavior occurrences

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 06/16/2017 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
- 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
- Teachers will receive on-going classroom management 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

Single Building District Improvement Plan

Arbor Preparatory High School

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	06/16/2017	\$0	General Fund	School leaders and PBIS Team
Activity - Staff 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 classroom management and training in effectively implementing and supporting a school-wide Moral Focus culture.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	General Fund	School leadership team and PBIS 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	06/16/2017	\$0	No Funding Required	School leadership team and PBIS team
Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School social worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.	Behavioral Support Program, Recruitment and Retention, Community Engagement, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$0	Other, Section 31a, Title I Part A	Hired by Principal

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principal and Credit Recovery 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 will assign/hire
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	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	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	Monitor	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 1	Monitor	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 2	Monitor	09/06/2016	06/16/2017	\$0	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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.	Behavioral Support Program, Recruitment and Retention, Community Engagement, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	02/13/2017	08/03/2017	\$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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
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	Monitor	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	Monitor	09/06/2016	06/16/2017	\$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	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal
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	Monitor	09/06/2016	06/16/2017	\$0	Hired by Principal
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	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	09/06/2016	06/16/2017	\$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 2	Monitor	09/06/2016	06/16/2017	\$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	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	Principal
Teacher 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	06/16/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal
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	Monitor	09/06/2016	06/16/2017	\$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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principal and Credit Recovery Staff

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal
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.	Behavioral Support Program, Recruitment and Retention, Community Engagement, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$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 assign/hire
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	Monitor	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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
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	Monitor	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 1	Monitor	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	Monitor	09/06/2016	06/15/2017	\$0	Principal will hire/assign

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	02/13/2017	08/03/2017	\$0	Principal and Credit Recovery Program staff

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	06/16/2017	\$0	School leadership team and PBIS team

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.
Teacher 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	06/16/2017	\$0	Principal
Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to develop and improve instructional practices that promote student academic achievement.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal.
Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	Principal

Single Building District Improvement Plan

Arbor Preparatory High School

Instructional Coach	Experienced teachers will serve as Instructional Coaches to observe and coach novice teachers to quickly develop and improve instructional practices that positively influence student learning.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal
Teacher 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	Monitor	09/06/2016	06/15/2017	\$0	Principal

Other

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	02/13/2017	08/03/2017	\$0	Principal and Credit Recovery Program 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	Academic Support Program	Tier 1	Monitor	09/06/2016	06/16/2017	\$0	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	Monitor	09/06/2016	06/15/2017	\$0	Principal will hire/assign
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	Monitor	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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
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	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	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 assign/hire
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.	Academic Support Program, Direct Instruction	Tier 2	Monitor	09/06/2016	06/15/2017	\$0	Principal and Credit Recovery 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	Monitor	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 1	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal
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.	Behavioral Support Program, Recruitment and Retention, Community Engagement, Parent Involvement	Tier 2	Monitor	09/06/2016	06/16/2017	\$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 2	Monitor	09/06/2016	06/15/2017	\$0	Hired by Principal
Teacher 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	06/16/2017	\$0	Principal

Single Building District Improvement Plan

Arbor Preparatory High School

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	Monitor	09/06/2016	06/16/2017	\$0	Hired by Principal
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	Monitor	09/06/2016	06/16/2017	\$0	Hired by Principal

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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	Monitor	09/06/2016	06/16/2017	\$0	Principal and instructional staff
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	06/16/2017	\$0	School leaders and PBIS Team
Staff Professional Development	Professional development will be provided to staff related to best-practices in classroom management and training in effectively implementing and supporting a school-wide Moral Focus culture.	Behavioral Support Program, Professional Learning	Tier 1	Implement	09/06/2016	06/16/2017	\$0	School leadership team and PBIS 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	Monitor	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Teacher 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	06/16/2017	\$0	Principal
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	Monitor	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff