



Single Building District Improvement Plan

Taylor Preparatory High School

Taylor Preparatory High School

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Introduction

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

Executive Summary

Introduction

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

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

Description of the School

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

Taylor Preparatory High School (Taylor Prep) was established in 2013. The school currently serves 214 students in the 9th, 10th and 11th grades. The school is located in an urban setting within the Taylor Public School area. Taylor Prep anticipates an increase in students over the next few years because of the addition of 12th grades, and also because many families are leaving the public school district in search of other educational choices for their students.

The city of Taylor is located in the Downriver region of metropolitan Detroit. It is bordered by Romulus to the west, Dearborn and Dearborn Heights to the north, and the Downriver communities of Allen Park and Southgate to the east. The population of the city of Taylor was 63,131 in 2010, according to Census data. Taylor has experienced a population decline of more than 20% since 1980, when the population was more than 77,000. The decade since 2000 saw a population decline of 4.2%, but the downward trend continues to slow and may soon reverse, as the estimated population loss from 2010 to 2011 was only 1%.

The median household income of \$42,373 is 87% of the state median household income. Nearly one in five residents (19.5%) is in poverty, a rate 25% higher than the state average. Per capita income in Taylor (\$20,227) is also 25% lower than the state average of \$25,482.

Ethnically, 78% of residents are White, 15.8% are African-American, 1.8% are Asian, and 4.4% are some other ethnicity or multi-ethnic. Five percent are Hispanic.

Families desiring a high-quality high school educational program have limited opportunity in Taylor. We are especially concerned for parents of middle school-age students who are looking for more choices for their children in high school. Consider the following: - Taylor high school students are leaving the district. Over 390 students in ninth through twelfth grade left the district in 2010-11 (the most recent year data are available), a mobility rate of nearly 18%. Nearly 12% of eighth grade students left the district in 2010-11, we believe in search of better high school opportunities.

- Taylor families need higher-quality high school choices. Three in four (75%) Taylor School District high school students are not proficient in mathematics on the Michigan Merit Exam (MME); more than half (51%) are not proficient in reading, more than four in five (84%) are not proficient in science, and nearly three in four (27%) are not proficient in social studies. Overall proficiency is well below the state average.

- Taylor students are not finishing high school college ready. Taylor high schools are not creating college opportunity for students. Nearly three in ten Taylor School District students in the class of 2012 (31.7%) did not graduate in four years; more than one in five (21.8%) students in the class of 2011 had not graduated in five years as of 2011-12. The four-year graduation rate in Taylor School District is nearly 12 percentage points below the state average of 80.3%. In 2011-12, only 7.3% met ACT's college-readiness thresholds in all subjects; 69% did not meet the ACT college-readiness threshold in reading, 72% in mathematics, and 87% in science.

At Taylor Prep, 54% of students are male and 46% are female. 49% of students identify as Black or African American, 37% identify as White, 10% identify as Hispanic/Latino, 1.6% identify as Asian and 3% identify as Multi-racial. 64% are eligible for free/reduced price lunch. 3.9% of students are English Language Learners.

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Taylor Preparatory High School

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.

Vision: At Taylor Preparatory High School, much is expected from students and families... and much will be gained. Taylor Prep provides a unique opportunity for students to achieve academic excellence that directly leads to college entrance and success. At Taylor Prep, we have quality leadership and a rigorous, college-prep curriculum. With an emphasis also on moral character, Taylor Prep fosters the high achievement and healthy growth and development of every student. The school educates, supports, and guides students through high school graduation. We plan to build the bridge that students need to succeed in college. At graduation, Taylor Prep students will meet the high standards required for college admission. Moreover, they will achieve at the high level defined by the College Board's and state of Michigan's learning standards. We commit to a comprehensive system of support to ensure this outcome.

Mission: The mission of Taylor Preparatory High School is to prepare students for college success.

Taylor Prep embodies this mission by working to meet the developmental needs of all students, including students that are significantly below grade level. We identify students below grade-level through NWEA assessments taken at regular intervals, with instruction adjusted as needed to meet students' learning needs. We maintain high standards for all students while providing intense academic interventions to ensure students are able to access the required high school curriculum successfully.

The educational program is structured in such a way that proactive strategies are in place for early identification of students at-risk of academic failure. The first step involves a careful analysis of disaggregated achievement data to identify students who are achieving below proficiency as determined by State assessment results. In addition, norm-referenced data (i.e., NWEA MAP assessment results) is disaggregated to identify students who are not meeting their individual growth targets. Teachers also use formative assessments to identify individual students who are not progressing at the expected rate.

Students performing below grade level receive additional assistance based on their learning needs. Where students can perform successfully in the classroom with a differentiated instructional approach, teachers modify their teaching to meet specific student learning needs. If the student requires more time in a particular area, increased learning time within or outside the school day will be provided for individualized support.

Taylor Prep staff members understand that the challenges that our future students face outside the classroom are likely to affect their educational aspirations and academic performance, including a lack of valuable background knowledge, academic skills, and limited academy vocabularies. They believe that access to excellent college-preparatory education is the strongest mechanism children have for breaking through socioeconomic barriers. Our staff work to establish an excellent college-preparatory education program that will help students overcome whatever hurdles exist in the way of that goal.

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.

The 2015-2016 school year was Taylor Prep's third year in operation. Our focus remains on academic and behavior interventions for our students. Students have shown significant growth in NWEA testing areas. The majority of the students had reached their spring target score within the first semester, according to data from our Winter NWEA testing cycle. In addition to our tutoring programs and adjustments to classroom instruction, we have implemented mentoring programs for our students. Ladies F.I.R.S.T (Females Inspired and Reaching Success Together) and R.E.A.L. Men (Ready, Educated and Aspiring to Lead) are programs tailored help our students to overcome the challenges of peer pressure, self-esteem and leadership, and to ensure that barriers to academic achievement are removed whenever and wherever possible.

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.

A formal comprehensive needs assessment was completed by the Taylor Prep Schoolwide/Improvement Committee during the 2015-2016 school year. The following stakeholders were given an opportunity to provide feedback during meetings held throughout the 2013-14 school year: 1) staff, 2) students, 3) parents, and 4) board members.

Stakeholders were selected based on their experience, areas of expertise, desire to take on school improvement planning, and availability. The stakeholders were asked to participate and were informed of their roles in person and via email and were provided with information about the process and commitment necessary for the development of a successful Schoolwide Plan. Meetings were scheduled based on the availability of the majority of the group; required participants who were unable to attend in person did so via phone instead.

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

Mrs. Shelley Johnson, Parent/School Secretary- Participated in the required meetings, provided input across all areas of the Schoolwide Plan and especially the parent components.

Mrs. Aquan Miles, Principal - Participated in the required meetings, provided input across all areas of the Schoolwide Plan and was responsible for guidance and leadership.

Mrs. Eric Sharp, English Instructor- Participated in the required meetings, provided input across all areas of the Schoolwide Plan.

Mr. Ron Brown, Math Instructor-Participated in the required meetings, provided input across all areas of the Schoolwide Plan.

Board Members - School improvement components are reviewed during a board meeting to ensure that they have an opportunity to evaluate programs and provide input for the following school year.

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

The final improvement plan was communicated to all stakeholders via staff meetings and email. Stakeholders were given updates on the meetings. This information was mostly communicated verbally but also via email. The final improvement plan will be shared annually with staff, parents, and the Board in the spring during stakeholder meetings.

Additionally, the plan will be reviewed at the beginning of each school year during stakeholder meetings with parents and staff.

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School Data Analysis

Introduction

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

Demographic Data

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

Student Demographic Data

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

There is a transient population with our 11th grade students. Quite a number transition as the graduation requirements increase.

Student Demographic Data

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

Over the last three years students have had challenges meeting first hour requirements. We have also had challenges with a few students maintaining consistent attendance.

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?

In student behavior data, discipline returns for major incidents have decreased however smaller offenses have increased.

Student Demographic Data

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

An increase of parent awareness based on communication can assist with the challenge. We would also like to dedicate a staff member to tracking attendance. In addition creating parent workshops and/or home visits to address the transient population would help to meet the challenge.

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?

Our administration team has 26 years of combined teaching experience and 7 years of combined experience in administration. The collective experiences assist with bringing variety and consistency for our students. This allows teacher growth in the classroom and student growth for college readiness.

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?

Many of our teachers have been in education for three or more years. This brings years of experience for our students learning, as well as, leadership to our younger staff members. We also have a small population of teachers that are within their first few years of teaching who bring energy and new fresh new directly out of a college practicum. New teachers need experience with classroom management strategies and time honing their instructional strategies. This balance of experience within the building will allow us to leverage the experience of veteran teachers and bring renewed energy to the building, which will positively impact student achievement.

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?

Although a majority of administrator absences are due to district provided professional development or additional leadership training, any time staff is out of the building, it impacts student learning. Student may not have a necessary support. As a result, some students rely heavily on the relationships built by the leadership team and their absence from the building creates a difficult transition for that student during the day.

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?

Although a majority of teachers absences are due to district provided professional development, any time staff is out of the building, it impacts student learning. Student may not have a necessary support. As a result, students may experiences gaps in learning that are difficult to fill without the experience of that particular teacher in the classroom.

Teacher/School Leader(s) Demographic Data

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

We will continue to try to recruit and retain highly skilled and experienced staff. In addition, we continue to grow our in house expertise to decrease absences due to professional development. Lastly, we will also take advantage of on site professional development offered by GVSU.

Process Data

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

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

Strands 5, 6, 7 and 9-These strands largely depend on a strong culture of growth, positivity and learning.

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

Strands 1, 8 and 10 - These strands largely depend on collaboration and communication outside of the building.

12. How might these challenges impact student achievement?

These challenges impact student achievement by limited the resources and expertise to within our building and district. There may be several opportunities to increase student achievement by collaborating outside of our building and district and reaching out for best practices. In addition establishing relationships within our community can open doors for greater exposure for our students.

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.

Increased professional development opportunities for our staff can assist in the challenge of limited expertise. Allowing our staff to continue to participate in standards based grading meetings can also assist with an identified challenge with developing curriculum. Increasing parent work shopping and involvement will address the challenge of engagement.

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?

All students, in all grades, are given extended learning opportunities. Additionally, students who are at risk of failing two or more course are given an academic coach. These coaches will track students weekly progress and communicate that with parents. All students who fail a course 1st semester will be given the opportunity to enroll in Recapture Academy to recovery the credits and stay on course for graduation. All students with an IEP are given full services and support from the Special Education department; this most often occurs in the Special Education classroom, but could also happen within their core classes with co-teachers.

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

Extended Learning Opportunities are available to students in all grades. All teachers offered after school tutoring two to three days a week. Additionally, teachers offer after school electives that appeal to a variety of interests, such as drama, auto mechanics, and culinary exploration. For students who have failed a course, particularly a core course, we also offer Recapture Academy and Summer Academy.

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

Students that are failing any courses are required to attend tutoring, and these students' parent are also notified. All students are giving the opportunity to join an after school elective. Once they select an elective parents are notified of the addition to the student's schedule. In the event that a student fails a course they are strongly recommended to enroll in recapture or summer academy. This information is provided to parents when they receive report card and our administrative secretary works diligently to get as many students signed up as possible.

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?

Teachers are required to implement and assess district standards. This is monitored by weekly submission of lesson plans, weekly department meetings, bi-monthly district meetings, and quarterly standards based grading meetings. Teacher observation protocols also require teachers to post the daily goals, objectives, and agendas to achieve transparency during administrator walk-ins.

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.

School does not use health 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

The winter NWEA data shows Vocabulary Acquisition and Use, at 221.3, the highest Reading scores. This is also a 3.7 point growth from the fall NWEA data.

19b. Reading- Challenges

The winter NWEA data showed Informational Text, at 218.5, as the lowest mean. It was however, a 3.1 point growth from the fall NWEA data.

19c. Reading- Trends

Students have enrolled in Taylor Prep significantly below grade level. The teaching staff has been able to close achievement back by maintaining growth rates of 90%+

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 SY 2015-2016

tiered instruction if appropriate.

Teachers will have professional development to increase reading strategies. Academic Coaches and Specialist will track small group progress. School wide professional development will take place to increase reading across the curriculum. Co-teachers will be hired to address various reading levels in the classroom.

20a. Writing- Strengths

The winter NWEA data showed Writing: Plan, Organize, Develop, Revise, Research as the highest mean with a score of 219.5. This is also a 4.9 increase from the fall NWEA data.

20b. Writing- Challenges

The winter NWEA data shows Language: Understand, Edit for Grammar, Usage with a score of 216.9 as the lowest mean. This is 2.9 point increase from the fall NWEA data.

20c. Writing- Trends

Students have enrolled in Taylor Prep significantly below grade level. The teaching staff has been able to close achievement back by maintaining growth rates of 90%+

20d. Writing- Summary

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

Teachers will have professional development to increase writing strategies. Academic Coaches and Specialist will track small group progress. School wide professional development will take place to increase writing across the curriculum. Co-teachers will be hired to

address various writing levels in the classroom.

21a. Math- Strengths

The winter NWEA data shows Operations and Algebraic Thinking at 228.5 as the highest mean. This is also a 2.2 point increase from fall NWEA data.

21b. Math- Challenges

The winter NWEA data shows Geometry at 224.9 as the lowest mean score. This is however a 1.4 increase from fall NWEA data.

21c. Math- Trends

We are noticing that most student growth and high scores are in the Algebraic Thinking categories of the NWEA. Students scores in The Real Number System and Probability categories seem to be staying stagnate. We also noticed that on average, students took more time on the NWEA in the winter compared to fall by roughly five minutes.

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.

NWEA scores in math are not reaching the growth that we are accustomed to based on previous years. Hopefully, with some collaborating and data digging, we can find out how we can help our students attain higher growth.

At the end of the year, the math team will reassess their Priority Standards to see where they can fit in new targets that address real numbers and probability skills. In the meantime, teachers will be mixing in questions on these two categories into their instructional feedback as well as tying in Khan Academy videos to help all learners increase their skills in these areas.

22a. Science- Strengths

All science courses currently address skills that are necessary to successfully navigate the SAT.

22b. Science- Challenges

Preparing students for analysis data and graphs on the SAT.

22c. Science- Trends

This year we are transitioning between ACT and SAT. This will allow us to gather data on science understanding. This will allow for us in future years, we will be able to identify trends in this data.

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.

Preparing students with the necessary skills for success on the SAT and in preparation for college is our number one priority in the classroom.

23a. Social Studies- Strengths

All social studies courses currently address skills that are necessary to successfully navigate the SAT

23b. Social Studies- Challenges

Preparing students to analyze text and summarize the author's viewpoint

23c. Social Studies- Trends

With the transition from the ACT to Sat we have not been able to analyze a specific trend however there has been an increase emphasis on

reading comprehension and analysis.

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.

Focusing on the overlapping course standards allow our students to find success on the SAT remains our priority.

This challenge will be address brought various methods including assistance from academic specialists as well as the collaborative planning process. Academic Specialist will identify and work one on one with students with deficiencies. Teachers work collaboratively to ensure that standards are clearly being taught and communicated with students effectively.

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?

Counselor, Expert, and Coach

24b. Student Perception Data

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

Presenter and Motivator

24c. Student Perception Data

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

Teachers will assess their personal data and seek out their mentors and mentor groups. Within each mentor group is an expert in every area, so teachers will be able to access successful strategies to increase spring satisfaction results.

25a. Parent/Guardian Perception Data

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

The school has high expectations for my child.

25b. Parent/Guardian Perception Data

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

Our family receives adequate information regarding financial aid and scholarship opportunities for college.

25c. Parent/Guardian Perception Data

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

We recently implemented a new position, College and Career Advisor, who will be responsible for many areas connecting to college opportunities, including financial aid and scholarships.

26a. Teacher/Staff Perception Data

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

My principal is committed to building the finest school. My principal values my contribution.

26b. Teacher/Staff Perception Data

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

I am compensated appropriately.

26c. Teacher/Staff Perception Data

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

Teachers have bonus potential for highly effective staff. Master's bonus enacted. Starting salary adjusted.

27a. Stakeholder/Community Perception Data

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

Fall:

The school has high expectations for my child.

Spring:

The school keeps me informed through communications such as newsletters, e-mails and the school website.

I am confident that this school is providing a safe environment for my child.

27b. Stakeholder/Community Perception Data

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

Fall:

Our family receives adequate information regarding financial aid and scholarship opportunities for college.

Spring:

Our family is satisfied with our child's advising program.

27c. Stakeholder/Community Perception Data

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

We will increase communication of events and volunteer opportunities via our school newsletter and website. We will work alongside our PTO to receive input for various activities and events.

Summary

28a. Summary

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

We have a dedicated and experienced staff that work hard to meet the needs of all of our students. Our students come to us with various learning abilities. We work to address them and to make them grow in all areas with hopes of them meeting college readiness.

The student daily attendance rates pose challenges as we try to meet our goals of college readiness. Parents however are willing to increase participation to gain clarity on expectations. Teachers are willing to continue to work as a team to increase instructional practices which in turn increase student success. Administrators must keep in mind that teachers must remain supported and properly compensated.

28b. Summary

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

The challenges identified have significant impacts on student achievement. Student attendance rates impact their abilities to receive direct instruction and assistance as needed. The subject specific challenges impact students and teachers as there is an increased need for differentiated instruction. Teachers have to work hard to close academic gaps while presenting new information to students. This challenge has potential of leaving student frustrated and discouraged.

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?

We have a dedicated and experienced staff that work hard to meet the needs of all of our students. Our students come to us with various academic ability levels. We are charged to make sure that our students are growing effectively in all areas and ultimately achieving college readiness.

The challenge of subject area deficiencies will be addressed with supplemental instruction performed by Academic Specialist, coteachers, paraprofessional and after school tutors. Teachers also will use planning and collaboration time to analyze results to make sure they are appropriately adjusting instruction. Teachers will also participate in professional development to develop awareness and instructional practices for challenge areas.

The challenge of attendance and behavior will be addressed by increased progress monitoring for students. Our social worker will lease both group and individual sessions addressing absenteeism and inappropriate school behavior. Mentoring groups will also continue to

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assist students in behavior challenges. In addition, the attendance monitor will increase the awareness among parents. Allowing parents to see exactly when their student is absent, how much work is lost in a day. If needed the attendance monitor will also reach out to local authority to report the challenge/concern.

Parent communication through work shopping and newsletters will attempt to address parent perception concerns.

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.

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

Label	Assurance	Response	Comment	Attachment
2.	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this.) If yes, please provide a link to the report in the box below.	Yes	http://taylorprephs.com/wp-content/uploads/2016/04/Taylor-Prep_2014-2015-Annual-Education-Report-FINAL-4-21-16.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 Grand Rapids, MI 49512 616-726-8900	

Single Building District Improvement Plan

Taylor 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		Taylor Prep_Title I Parent Involvement Policy

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

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

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

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

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

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

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

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

Single Building District Improvement Plan

Taylor 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

Taylor Preparatory High School

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

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

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment was conducted in various phases. The first phase was pulling the members of our school improvement team and having them review the data initially. The team then discussed areas of concern, areas of strengths and areas needing more clarity. The second phase was to reach out to our staff to gather additional feedback and agreement. The third phase was to reach out to parents. Select members of the team solicited parent feedback and two different ways, one was more informal by asking questions to parents day to day, the other more formally the principal attended the PTO meeting to discuss the data a solicit feedback. After these phases were completed, the team then reconvened to discuss findings and make adjustments as needed.

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

Enrollment:

The number and need for staff is directly affected by student enrollment. As enrollment increases the staff needed to support student learning also increases. If enrollment decreases the staffing needs would also decrease. As Taylor Prep is in its third year of operation, there has not been a strong established trend that allows us to predict enrollment. The enrollment is expected to increase by 100-150 students. With this expected increase there will be a need to hire approximately one in each core subjects.

Attendance:

The current average daily attendance is approximately 88% in 2015-2016. Taylor Prep would like the percentage to be higher in the future.

Generally student who frequently miss core classroom instruction and when applicable supplemental intervention assistance, tend to struggle academically.

Achievement - Successes

Based on NWEA data, our highest levels of student achievement were earned in Reading and Language Usage. With the reading test, 169 students were tested in the winter session and 58% of them were proficient in their reading skills. Also, the language usage test has 175 students tested in the winter session with 54.9% of the proficient in their language usage skills.

Achievement - Challenges:

Based on NWEA data, during the winter testing session only 41.8% of students were at a level of proficient in Math, which was our lowest level of student achievement.

Also, add some more information about SAT results and incorporate it above.

3. How are the school goals connected to priority needs and the needs assessment process? It is clear that a detailed analysis of multiple types of data was conducted to select the goals.

The school goals are directly linked to the content areas of reading, language usage, and math specifically; these goals are set using data from the CNA. This data primarily consists of fall to winter NWEA proficiency data. Other data used included student achievement data from national and state assessments, student and staff perception data and attendance data. A wide-range of NWEA characteristics for each of the 3 content areas was used, as well as student survey, and attendance data.

4. How do the goals address the needs of the whole school population? How is special recognition paid to meeting the needs of children who are disadvantaged?

The goals are designed to apply to all students in grades 9-11; all student data is taken into account and used to determine if each goal is being met or if progress is being made. Special recognition to children who are disadvantaged occurs in a number of ways: early identification in summer and personal invitations given to attend summer workshops to prep for high school success, year-long after school tutoring program offered M-F, Academic Specialists available throughout the day to push into classrooms to assist teachers and struggling students.

Component 2: Schoolwide Reform Strategies

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

Taylor 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. Taylor Prep has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the metro Detroit 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, Taylor Prep's educational program is centered on its mission of preparing each student for college success and a life well lived. By using curriculum that is research-based, including the College Board's recommendations for rigorous classes, Advanced Placement classes, and alignment to Michigan State Standards as well as a structured discipline program using Positive Behavioral Interventions & Supports (PBIS), Taylor Prep ensures that every student will be prepared for college success.

As part of the schoolwide reform model, Taylor Prep has adopted a schoolwide reform strategy of ensuring the delivery of additional opportunities that focus on students who need to grow in their basic or background knowledge. In Marzano's analysis of research on school-, teacher-, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Taylor Prep works to provide students who are identified as deficient in basic or background knowledge with increased opportunities to increase this knowledge and accelerate their learning. Some of these opportunities may include: tutoring during and after school, support classes, 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 selected solely based on ethnicity, gender, or free and reduced lunch status, according to the school's Comprehensive Needs Assessment many students identified as lacking in basic skills or background knowledge are students in the lowest performing subgroups: free and reduced lunch status, students with disabilities, and often African American students.

In our English courses, we plan to continue the usage of the EBLI program. We have seen strong growth in our students' English, grammar, and comprehension skills through use of this program. We believe this program will help all students reach the State's standards. In addition to EBLI, we will be newly implementing Sound Reading Framework. This program compliments EBLI with its explicit, systematic, and synthetic phonics instruction. The Sound Reading Framework includes effective small guided reading group instruction, literacy assessments to help teachers be diagnostic and prescriptive with their reading instruction, effective literacy stations, and the five essential
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components of reading, with an emphasis on the foundations of reading.

In our math courses, using NROC and EdReady is what we believe will help our students the most in reaching the State's standard. These are online programs specifically designed to help students master skills they struggle with. The program pinpoints which math concepts students have yet to master and then provides the proper instruction and practice to help fully understand those skills.

As a school, we have moved forward with the Standards Based Grading (SBG) system for the majority of our courses. This system places major emphasis on test scores and growth. This emphasis will help our students prepare better for college as most college courses are test-performance based. Also, much like the NROC and EdReady programs, SBG helps to clearly identify performance skills that students struggle with. Students are given multiple resources and try to master these skills to make sure they show mastery. The SBG system also challenges students with assignments, projects, and questions that go above and beyond classroom learning. It makes students think in a way they are not used to, which is a very powerful tool.

2. Describe how the research-based methods and strategies in the schoolwide plan increase the quality and quantity of instruction (which accelerates and enriches the curriculum).

Taylor 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 (i.e. socio-economic, IEP and white 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 of 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 how the research-based reform strategies in the schoolwide plan align with the findings of the comprehensive needs assessment.

All strategies outlined in the schoolwide plan align with findings of the needs assessment. For example, students need to increase their reading comprehension; as a result Taylor Prep staff members will be supplementing instruction utilizing academic specialists, classroom instructors and paraprofessionals. This will allow more time with the content. These methods can be found in various research including:

-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.

-CollegeBoard Standards for College Success (2008).

4. Describe the strategies in the schoolwide plan which provide a level of INTERVENTIONS for students who need the most instructional support in all major subgroups participating in the schoolwide program.

Taylor Prep is proactive in identifying students that may need additional supports by reviewing student cumulative files at the beginning of every school year and meeting with families prior to the school year beginning. This provides the staff with past student achievement data (i.e. MEAP, NWEA, grades) and support services provided in previous years. Placement tests are also administered in math and foreign language. Based on this data, students may be recommended for summer programs and placed in appropriate classes prior to school starting in the fall.

Next, all 9th grade students take the NWEA MAP assessments in reading, ELA, and math in the fall, winter and spring. These results, along with weekly progress reports and classroom teacher observations are reviewed during regularly scheduled staff meetings. The NWEA MAP data is initially used in the fall to identify students needing supplemental supports in the classroom by grant-funded paraprofessionals and other staff members. Goals are made to improve student performance, strategies created, and supports scheduled in the general education environment. Initial NWEA MAP assessment data is also used to ensure course enrollment is accurate based on student skill levels and specifically for math, a specialized class is offered for students needing remediation in skill areas.

Additionally, students that consistently show signs of academic and/or behavioral struggles are referred to the Intervention Assistance Team (IAT) which consists of the student's teachers, an intervention specialist or special education teacher, and an administrator. The goal of this schoolwide reform program is to assist teachers with differentiation ideas, accommodations, or modifications that may be necessary for the students to be successful within the general education classroom. The IAT focuses on discussing students recommended to the team by teachers or parents, creating intervention plans, monitoring and tracking student progress, and adjusting interventions as appropriate to provide additional support to students with the greatest needs. The Intervention Assistance Team works closely with parents when developing a plan for the student by including parent suggestions and input regarding the student's academic and behavioral tendencies at home. Suggestions from parents align with goals the IAT develops for the student to ensure academic growth and success at school. Parents of students referred to IAT are contacted and updated regularly with both academic and behavioral progress based on the student's intervention plan. Parental involvement with the student at home reinforces strategies for success for the home and at school.

Multiple schoolwide reform programs are provided to all students having difficulty mastering content. Taylor Prep offers a weekly opportunity to attend after-school tutoring two days during the week for one hour where all teaching staff is available to assist students with assignments, re-teach content, and provide remedial instruction. Taylor Prep also offers an academic support hour during Monday Elective (an optional one hour course offered after-school) and Saturday School (a three hour tutoring session) where students can receive the same resources.

Taylor Prep reviews student progress continuously throughout the semester through weekly progress reports and midterms, with an extensive review at the semester to adjust student supports and schedules as needed. Online curriculum support from core subject teachers also allows students and parents to access instructional support outside of school hours.

As mentioned briefly above, students who have been identified as in need of additional assistance in math are referred to take an elective hour that focuses on building their basic skills in these areas. Students were identified based on the cumulative file reviews, the NWEA MAP

fall assessment, and/or teacher recommendations. In targeting the students who needed the most assistance, the class demographics mostly consisted of subgroups of free and reduced lunch, African American students, and female students. The Academic Math Support elective uses differentiated instruction by providing an individualized approach in teaching basic skills specific to the student and the individualized instructional software program, Carnegie Learning. Paraprofessionals are also utilized to work with identified students during content classes focusing on building individual student skills based on classroom content and performance and/or NWEA MAP focus areas.

Lastly, Taylor 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. 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 of 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.

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

Taylor Prep reviews student progress continuously throughout the semester through weekly Professional Learning Community meetings, weekly staff development and meetings, and midterms with an extensive review at the semester end to adjust students supports and schedules, as needed. Ensuring a continuous review process of student achievement ensures the acceleration of student learning in closing the achievement gap. Taylor Prep believes that by identifying student needs early and providing them with supplemental, intensive interventions and opportunities, gaps in achievement will decrease. Additionally, Taylor Prep is, over a five year period, transitioning non-AP courses to a Standards-Based Grading model with the first phase of courses transitioned during the 2014-15 school year. This will ensure that students are being assessed on skills and specific learning targets related to those skills and will provide students with multiple opportunities to demonstrate mastery, as well as ongoing instructional feedback to teachers to facilitate appropriate differentiation to address student needs on a more individualized level.

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

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

There was a 26% teacher turnover rate from the 2014-15 school year to the 2015-16 school year.

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

18 teachers have 0-3 years of experience, 8 have 4-8 years, and 2 has 9-15 years of experience.

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

For the 2015-2016 school year, 100% of the teaching staff was highly qualified with teaching experience ranging from 0 to 9 years. For hiring, the goal was to evenly distribute experience, pairing inexperienced and experienced teachers.

Taylor Preparatory High School attracts highly qualified teachers with its mission and vision. The pillars of the school are rigor, relevance, relationships, and responsibility and moral focus. Because we set high standards for student achievement and strive to provide the highest quality of education and extracurricular activities and experience, the school attracts excellent educators. Candidates learn of our open positions at job fairs and through online job postings.

Our school is very attractive to highly qualified teachers because of unique features offered to students such as the laptop program, a Monday Elective option, after-school tutoring, a required Advisory/College Ed course, AP courses, and structured behavior expectations.

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

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

The district utilizes a common employment system called Applitrack. This allows quality candidates to apply and for the leadership team to have the ability to screen and select only the top candidates for our schools. When screening we look for candidates who are committed to setting high expectations for students and supporting their learning to help them achieve their goals.

The district often utilizes a four step hiring process. Candidates have an initial phone screening. Then candidates are called in for interviews with administrators. Candidates then teach a period lesson to current students where they are evaluated based on several factors. Lastly, they have an additional follow up interview where they are introduced to potential members of their department. The steps are put in place to
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make sure candidates understand the high expectations for all of our teachers.

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

This year we have worked to increase teacher starting salaries, bonus potential and have offered a master's degree completion incentive. In addition, we continue to pay 50% tuition reimbursement for teachers to receive their master's degree.

Component 5: High Quality and Ongoing Professional Development

1. Describe the professional learning that the staff will receive that is aligned with the comprehensive needs assessment process and the goals of the school improvement plan.

Taylor Prep ensures that staff members are cognizant of and effective in the components of the instructional design, as it serves as the framework for the curricular and assessment programs. Taylor Prep will provide professional development and training sessions in order to communicate instructional design components to staff members. The professional development plan outlines training to learn how to increase students' language usage and reading skills (EBLI, Goals 1-3), communicate high expectations and model various strategies to increase classroom management and student engagement (Teach Like a Champion, Goals 1-4), differentiated instruction and effective tutoring (Goals 1-4), and aligning student data and feedback mechanisms to improve instruction (Goals 1-4).

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

Taylor Prep recognizes that professional development must be on-going in order to sustain the quality of its instructional design and allow staff to master the instructional approach. For that purpose, the school's organizational structure is one that supports job-embedded professional growth opportunities for all teachers. According to the National Staff Development Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis...for the purposes of learning, joint lesson planning, and problem solving."

Organizational Structure: The school organization is structured in such a way that teachers receive consistent and ongoing feedback from their supervisor. Teachers meet often with their supervisors to be coached, mentored, and supported.

Core Subject Area Meetings: In an effort to create sustained, on-the-job professional development, the school's master schedule includes a common meeting time bi-weekly where academic teams are expected to establish short-term goals and evaluate progress against those goals. This process focuses teachers on actual student learning and the development of strategies for students that are struggling. By keeping the dialogue about student learning closest to the teaching process, teachers can quickly respond to the needs of their students. As Dr. Mike Schmoker, a well-regarded educational consultant, explains, "the most productive thinking is continuous and simultaneous with action--that is, with teaching--as practitioners collaboratively implement, assess, and adjust instruction as it happens. The most productive combinations of thought and action occur in team-based, short-term experimental cycles." Teachers meet to plan horizontally (across the grade level courses), as well as vertically (with the grade levels and course sequence immediately following and preceding), as well as with teachers in other core subject areas in order better meet the needs of students.

All Staff Meetings: At least bi-weekly, staff members attend all-staff meetings.

The purpose of these meetings is to effectively communicate with staff members and provide professional development on a consistent basis.

Sustained and intentional professional development opportunities are offered to staff at Taylor Prep. Specific training programs such as Advanced Placement Institutes are aligned with effective schools research and support the instructional design. Strategies for improving classroom management and overall school climate are offered annually to teachers, to support the school's implementation of Marzano's focus on aspects of instructional design and delivery.

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Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Taylor Prep 2016-17 PD Calendar

Component 6: Strategies to Increase Parental Involvement

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

Parent involvement programs are designed by stakeholders, including representative parents, who serve on the School Improvement Team. This Team, including a parent and student, will meet consistently throughout the school year to work on the Schoolwide Plan. The Team will analyze academic, perception, demographic, and process data in order to determine needs related to parent involvement. In addition, parents have multiple opportunities to provide input into the program design through ongoing and frequent surveys, parent meetings, and communication with staff and school leadership.

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

Parents will be involved in the implementation of the schoolwide plan, including:

Comprehensive Needs Assessment: The SIP Team parent representative is directly involved in the identification of growth areas in the CNA.

In addition, all parents are presented with the draft CNA and provided multiple opportunities for input.

Schoolwide Reform Strategies: Along with the CNA presentation, a discussion is held with parents on reform strategies arising from the needs identified in the CNA. Parents have multiple opportunities to provide feedback on the effectiveness of planned strategies for ongoing improvement.

Highly Qualified Staff: Consistent with law and regulation, parents are notified in a timely manner if their son or daughter is being taught by a less-than HQ teacher. However, 100% of Taylor Prep teachers and staff are highly qualified for their positions.

Attract and Retain Highly Qualified Staff: Again, 100% of Taylor Prep instructional staff are highly qualified for their position. In addition, staff are trained and expected to conduct meaningful and regular communication with parents as partners in their children's education. Through parent-teacher conferences, the bi-annual parent satisfaction survey, and informal feedback to school leadership, parents have multiple avenues to voice concern or praise for the quality of instructional staff at Taylor Prep.

Professional Development: PD needs are evaluated and planned based on the CNA and other needs identified by the school leadership team. These trainings for staff could include resources and materials to help staff better engage with parents. In addition, Title I Parent Learning events scheduled throughout the year are designed to equip parents with the knowledge and resources they need to optimize their role as vital partners in the education of their children.

Parental Involvement: A parent representative is part of the School Improvement Team, and a parent also sits on the school's governing Board. The school encourages the fostering of parent leaders among interested parents who will further engage other parents in the life of the school, including the implementation of the schoolwide plan. Examples of parent involvement include volunteering in the classroom to assist teacher in helping students meet their yearly goals, as well as the overall schoolwide goals, and working in small groups assisting with

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workshops and during reading circles.

Assessment Decisions: Parent involvement in the implementation of assessment decisions derives from the parent representative on the School Improvement Team and School Board. School leadership regularly communicates expectations, procedures, and results from various assessments. Further feedback is obtained through regular parent-teacher conferences and the bi-annual parent satisfaction survey.

Timely and Additional Assistance: The ongoing regular communication with parents includes Title I and other at-risk funded initiatives at the school. Parents of students receiving this additional assistance are kept informed of their child's progress and provided with resources to support their child's learning in these programs and the regular classroom.

Coordination and Integration of Federal, State, and Local Resources: Parent involvement in the implementation of coordinated resources derives from the parent representative on the School Improvement Team and School Board.

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

Feedback from parents on the annual evaluation of the schoolwide plan is solicited formally through annual meetings and surveys as well as informally from principal meetings and parent teacher conferences, as well as through their participation on the School Improvement Team. Parent feedback is welcomed and incorporated into the review process and the schoolwide plan and programs are adjusted accordingly.

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

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

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, as required in ESEA Section 1118(e)1-5,14 and (f):

Section 1118 (e) - Building Capacity for Involvement

(e) (1) - The school provides assistance to parents of children served by the school to make sure that they understand topics including: the state's academic content standards and student achievement standards, state and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve achievement for their children. Here is how the school complies with Section 1118 (e)(1):

- Understanding the state's academic content and student achievement standards: Each month the Principal will facilitate an informational meeting for parents to learn about an aspect of the educational program. Early in the school year, the topic will be the school's curriculum and standards (aligned to state standards). Meetings will alternate between morning and evening hours each month. Parents may also schedule a meeting with the Principal at any time.

- Understanding state and local academic assessments: Each month the Principal will facilitate an informational meeting for parents to learn

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about an aspect of the educational program. Three events are dedicated to understanding the state and local assessments administered by the school (such as MME, ACT, NWEA, and Standards-Based Grading). Parents will learn about each assessment, be taught how to access and understand their child's results, and how assessment results drive continually improvement of the educational program. Meetings will alternate between morning and evening hours each month. Parents may also schedule a meeting with the Principal at any time.

- Understanding the requirements of Section 1118(e): Each month the Principal will facilitate an informational meeting for parents to learn about an aspect of the educational program. Each meeting will be prefaced by the statutory reasoning (e.g. referencing section 1118[e]) for the meetings. Meetings will alternate between morning and evening hours each month. Parents may also schedule a meeting with the Principal at any time.

- How to Monitor a Child's Progress: Each month the Principal will facilitate an informational meeting for parents to learn about an aspect of the educational program. Several meetings will be dedicated to helping parents understand InfiniteCampus, the online student information system used by teachers and parents to record and monitor students' academic performance and other information. Meetings will alternate between morning and evening hours each month. In addition, teachers will regularly communicate with parents about their child's progress via class newsletters/emails, parent-teacher conferences, and one-on-one phone calls and meetings. Parents may also schedule a meeting with the Principal or teacher at any time.

- How to work with educators to improve achievement for their children: Each month the Principal will facilitate an informational meeting for parents to learn about an aspect of the educational program. One meeting will be dedicated for each core content area for parents to be introduced to teaching staff and better understand each core content area's educational program (including content, standards, assessments, and monitoring/communication). Meetings will alternate between morning and evening hours each month. Parents may also schedule a meeting with the Principal at any time.

(e) (2) - The school fosters parental involvement by providing materials and training to help parents work with their children to improve their children's achievement. Here is how the school complies with Section 1118 (e)(2):

Monthly Newsletters: The school includes information regarding current happenings in the school, strategies to increase student achievement and community resources for parents and students. These are distributed via email, the school's website, and in print from the school's front office.

Family Nights:

- August 2015 (Welcome) - Families will receive an overview of Taylor Prep. Students will receive their schedules and locker assignment. Families will receive information regarding additional services offered by the school.

- September 2015 (Fall Fling/Open House) - Families will participate in 10-15 minute workshops in each classroom. Topics will include good study habits, ways to help your children study, signs of depression in teens and Title I introductions and expectations for students.

- November 2015 and April 2016 (Parent Conferences) - Each student will be required to set a date and time. In addition to speaking with teachers, students will complete conference preparation forms to capture their perception of the school and their learning. Parents will receive updated test scores and information on ways to increase scores.

Title I Parent Meetings: Title I Parent Meetings will be held at least twice a semester. The meetings will always include the following agenda items, but will be expanded based on student needs:

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- What is Title I?
- Why might my child need help?
- How can I get involved?
- School Improvement Overview
- Title I Parent Involvement Policy Review
- Teacher-Parent-Student Compact Review - Homeless Dispute Resolution Process

(e) (3) - With the assistance of parents, the school educates teachers, pupil services personnel, principals, and other staff in the value and utility of parents' contributions. Educators also receive guidance in ways to reach out to parents; to communicate with them; to work with them as equal partners; to implement and coordinate parent programs; and to build ties between parents and the school. Here is how the school complies with Section 1118 (e)(3):

The multi-day Teacher Orientation events in August and January feature breakout sessions on parent involvement. This training is embedded as a topic for discussion in ongoing professional learning communities throughout the year. The topics covered in these trainings include best practices in reaching out to parents, cross-cultural communication strategies, best practices in communicating students' progress with parents, and working sessions to develop initiatives that build ties between parents and the school.

Teachers take part in monthly Parent Meetings and events, such as content-area presentations and helping parents understand InfiniteCampus (student information system), Moodle (online classroom interface), and assessment results. These monthly meetings also serve as means for parents to provide input to school administration and staff on the topics of interest to parents, which define future meetings. Parents' satisfaction with the educational program is formally surveyed twice per year, with interim feedback obtained at monthly meetings and at any time via teachers and the school leadership team.

(e) (4) - The school coordinates and integrates parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and/or public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. A parent incident program will be implemented to encouraged an increase parent involvement in before and after school activities. Here is how the school complies with Section 1118 (e)(4):

One of the duties of the school's social worker is to coordinate and integrate the parental involvement program at Taylor Prep with activities and resources in the community. Examples include attending meetings with at least two local agencies monthly, maintaining regular contact with agencies, organizations, and individuals, and communicating (via email, posters, and monthly parent meetings) local resources and how they support the educational program at Taylor Prep.

(e) (5) - The school ensures that information related to school and parent program s, meetings, and other activities is sent to the parents of participating children in a format, to the extent practicable, in a language the parents can understand. Here is how the school complies with Section 1118 (e)(5):

Information related to school and parent programs, meetings, and other activities are sent in a format and language parents can understand. Formats include email (school newsletter and teacher emails), SchoolReach (auto-emails and SMS/text blasts), monthly in-person meetings, bi-annual parent-teacher conferences, and bi-annual Fall/Spring Fling events showcasing student achievements.

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Should the need arise all communications will, to the extent practicable, be adapted to a language other than English. For example, Taylor Prep would have written materials translated and/or arrange for an interpreter at meetings with school administration and staff. Where this is a literacy or sight barrier, the school will communicate verbally with those parents. Accommodations including relay services will be used for any parents with disabilities.

(e) (14) - The school provide such other reasonable support for parental involvement activities under this section as parents may request.

Here is how the school complies with Section 1118 (e)(14):

All parent meetings will be scheduled to accommodate parents' schedules. Where appropriate, events will be held in both the morning and evening. Parents may also schedule a meeting with the Principal at any time. Meals and childcare will be provided to families without any additional cost.

Section 1118 (f) - Accessibility: The school provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand, in carrying out parental involvement policy in the school. Here is how the school complies with Section 1118 (f):

The school provides information on the schoolwide program - including the curriculum, assessment standards, and student results - in a language and format all parents can understand. This includes not only language and delivery method (e.g. written and verbal), but interpretation and translation of educational acronyms. This is done to ensure parents fully understand the educational program and can be active participants in their child's academic success.

The school facility is 100% ADA-compliant and accessible for parents with mobility disabilities. Every effort will be made to provide full opportunities for parents with other disabilities to receive communication about and participate in the life of the school. Efforts include: monthly parent meetings will be held at alternate day and evening hours to accommodate all work schedules, parents may schedule a meeting with the Principal at any time, materials would be translated into languages other than English, a translator would be arranged for in-person meetings, verbal communication for parents with literacy or sight barriers, etc.

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

Parental involvement activities, and the parent involvement component of this schoolwide plan, will be part of the annual evaluation of the schoolwide plan. Feedback from parents provided through communication and their participation in the evaluation process will be incorporated into the review process and the schoolwide plan and programs will be adjusted accordingly each spring as part of the Taylor Prep continuous improvement process. Also, annual and frequent parent survey results will be analyzed as part of the program evaluation.

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

The school administration is working to improve the relationships with parents as it relates to school discipline. Administration is trying to actively increase positive interactions such as making positive phone calls home and recognizing students and parents. Attendance meetings are held with parents of students with attendance issues. Behavior plans are developed with parental input for students with serious

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disciplinary issues to help reduce the number of referrals. Taylor Prep understands that parental involvement is critical in the school's overall success; providing assistance to parents, school-community relations, teacher-parent training, and programs that strengthens the relationships between Taylor Prep and the community, particularly with parents, are critical to overall growth. Through these activities and efforts, Taylor Prep is actively working towards building more parent support, engagement, and involvement.

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

The school-parent compact is developed and created by all stakeholders and includes input from Board members, school employees, and parents. During the development process, the proposed School-Parent Compact was shared with parent groups, including the parent serving on the School Improvement Team. All parents were asked to provide feedback and propose changes or additional language to the Taylor Prep School-Parent Compact. The changes in content and additional language requested by parents were incorporated into the final version of the document. The compact, which includes all ESEA required components, is reviewed by parents at least annually. Parent input is collected through parent meetings and parent surveys. In accordance with ESEA Section 1118(d)(1)(a), the school discusses at least annually during parent-teacher conferences.

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

Because Taylor Prep serves grades 9-12, this does not apply. Though, we do share this information in our student handbook and it is signed by every parent at the start of each year.

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

Bi-annually during the parent-teacher conferences the compact is discussed as it relates to individual student performance and the participation and commitment of the parent, teacher, and child in the child's education, and parents sign-in to demonstrate that they have reviewed the Compact. Taylor Prep collects parent feedback on the Compact via surveys collected during Title I Meetings, and adjustments to the Compact are made accordingly. Also, during parent-teacher conferences, individual student assessment results and interpretation are provided to parents. Teachers are responsible for communicating student performance information to parents during those meetings. Parent feedback on Taylor Prep School-Parent Compact is also gather through informal meetings with the principal, school leadership team, and teachers.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Taylor Prep_Parent-Student Compact

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

Taylor Prep provides individual student academic assessment results (MEAP, NWEA, and other formal and informal assessments) to all parents in a format that they can understand, including an interpretation of the results. This information will not only be translated into a language that parents can understand, but the educational language and acronyms will be communicated during parent learning events, parent trainings, parent-teacher conferences, principal meetings, and other informal and formal parent events. Taylor Prep 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. As such, Taylor Prep complies with Section 113(b)(3). Taylor Prep wants parents to fully understand their child's academic assessment results so they can be an active participant in their academic success.

Component 7: Preschool Transition Strategies

1. In what ways does the school connect with preschool age children more than a once a year visitation to the kindergarten classroom?

Not applicable (school serves grades 9-12 only)

2. What types of training does the school provide preschool parents and/or preschool teachers on the skills preschool age children will need when they enter kindergarten?

Not applicable (school serves grades 9-12 only)

Component 8: Teacher Participation in Making Assessment Decisions

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

At Taylor Prep, our 9th and 10th grade courses all use a Standards Based Grading (SBG) curriculum. We are in our second year of implementing this curriculum and we have seen amazing results. It has grown both our students and teachers. Below are specifics on how teachers have applied SBG to their academic assessments.

The assessments are created by a group of teachers within PrepNet. These assessments directly align up to the SBG targets and skills for that course. This is an important process as it provides input from several teachers on how these assessments should look. Once these assessments are created, students are given four opportunities to show mastery on the assessment. Some courses give these assessments twice a month, whereas other courses give these assessments once a month. It all just depends on the layout of the course and its curriculum map.

After each assessment, students are identified based on need, which teachers then apply to their instruction. Teachers at Taylor Prep participated in several professional developments on differentiation and use this teaching strategy daily, whether it be to differentiate the process, interest, or activity. Also, with the help of several paraprofessionals and resource teachers, teachers use grouping as a teaching strategy to allow the needs of all students to be met.

Parents are communicated with on a weekly basis by most teachers. In this weekly email sent by the teachers individually, the teachers alert parents when the next assessment is and what their child can do to prepare for it. Once the assessments are graded, parents are aware of the grade through our Campus Gradebook system. Parents can sign into Campus at any time and check on their child's grade. Parents are given log-in information and detailed directions about Campus during the first week of school.

Non-SBG courses follow the same procedure as SBG courses but with minor differences. Parents communication and grading are the same. Differentiation strategies and techniques are still used on a daily basis in these classes as well. However, the frequency of testing is different. With SBG courses, students are given four chances to show mastery of an assessment whereas with non-SBG courses, these courses are more of your traditional ones where students get one or two chances to show mastery.

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

In the SBG courses, after each assessment is given, teachers collect and share data to see where students are succeeding and struggling. While analyzing this data, teachers look for common misconceptions to identify what students still need to work on to obtain mastery. This analyzing is done inside each school between teachers who instruct the same class as well as outside of the school as teachers in all five PrepNet schools communicate on the data from their assessments. This sharing between schools is done via Google with emails, forms, documents, and gchats.

During the year, regional meetings are held once every two months to discuss how the SBG units are and if any changes need to take place to the targets. These meetings will continue for the next two to three years at which point we anticipate the scales to be perfectly aligned to getting our students college ready. At these meetings, teachers provide data and feedback to see which specific targets need to be tweaked

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or changed for next year. These changes are not based on a teacher's "gut feeling" but rather actual data they get from students and their assessments. When these meetings and changes, we feel this is a step in the right direction to constantly improve the academic achievement of all students.

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

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

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

Proactive Identification of At-risk Students

Taylor Prep is proactive in identifying students with learning needs even before each new school year starts. A comprehensive review of student cumulative files and meeting with new families ensures identification of at-risk students. This provides the staff with past student achievement data (i.e. MEAP, NWEA, grades) and support services provided in previous years. Placement tests are also administered to new students in math and foreign language. Based on this data, students may be recommended for summer programs and placed in appropriate classes prior to school starting in the fall. Although students are not selected based on ethnicity, gender, or free and reduced lunch status, we have found that many of the students identified as lacking in basic skills or background knowledge are students from the lowest performing subgroups: free and reduced lunch status, students with disabilities, and often white students.

Next, all 9th grade students take the NWEA MAP assessments in reading, ELA, and math in the fall, winter and spring. These results, along with weekly progress reports and classroom teacher observations are reviewed during regularly scheduled staff meetings. The NWEA MAP data is initially used in the fall to identify students needing supplemental supports in the classroom by grant-funded paraprofessionals and other staff members. Goals are made to improve student performance, strategies created, and supports scheduled in the general education environment. Initial NWEA MAP assessment data is also used to ensure course enrollment is accurate based on student skill levels and specifically for math, a specialized class is offered for students needing remediation in skill areas.

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

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

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

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

Taylor Prep focuses on differentiating instruction to meet the learning needs of all students. Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. English teachers assign independent reading books based on student's Lexile (NWEA identified reading level) to meet struggling learners (and advanced learners) at their reading levels, increasing the likelihood of their achievement growth. Students are placed in Mathematics classes based on their placement tests and added to support classes when they have been identified as needing further instruction in basic skills. Students in Science and History classes are given options and choices for how to complete assessments to encourage engagement, the completion of projects, and the meeting learning standards. Teachers are required to include re-teaching strategies in their weekly lesson plans when constructing units.

School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops and team meeting teams. Classroom observation protocols (which include formative assessment and differentiation strategies), individual student achievement data and demonstrated growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program.

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

Taylor Prep focuses on differentiating instruction to meet the learning needs of all students. Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. English teachers assign independent reading books based on student's Lexile (NWEA identified reading level) to meet struggling learners (and advanced learners) at their reading levels, increasing the likelihood of their achievement growth. Students are placed in Mathematics classes based on their placement tests and added to support classes when they have been identified as needing further instruction in basic skills. Students in Science and History classes are given options and choices for how to complete assessments to encourage engagement, the completion of projects, and the meeting learning standards. Teachers are required to include re-teaching strategies in their weekly lesson plans when constructing units.

School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops and team meeting teams. Classroom observation protocols (which include formative assessment and differentiation strategies), individual student achievement data and demonstrated growth in basic skills are part of the school's teacher evaluation and merit-pay

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accountability program.

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

1. In what ways are the programs coordinated and integrated toward the achievement of the schoolwide goals? Include a LIST of the State, local and Federal programs/resources that will be supporting the schoolwide program.

The 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 School-wide Plan in order to upgrade the school's entire educational program. This includes state per-pupil funding, a nutrition grant to supply free and reduced lunch to eligible students, IDEA funding, Title I Part A, Title II Part A, and Section 31a.

Component 7:

Resource - state and local funds coordinated under this plan in order to upgrade the school's entire educational program. Description of Support Provided - Staff will be provided job-embedded PD to increase teaching effectiveness. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience.

Components 1,2,6,9,10

Resources - Title I, Part A Funds, Section 31a, State and local funds are coordinated under this plan in order to upgrade the school's entire educational program.

Description of Support Provided - Academic Specialists, paraprofessionals, classroom teaching staff, school leadership, Recapture and Summer Academy programs, and after-school tutoring.

Components 2,3,4,5,8,10

Resource - Title II, Part A Funds, State and local funds are coordinated under this plan in order to upgrade the school's entire educational program.

Description of Support Provided - Professional development and support for hiring highly qualified and high quality staff.

2. Describe how the school will use the resources from Title I and other State, local and Federal sources to implement the ten required schoolwide components.

Taylor Prep 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 School-wide 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 Taylor Prep's School-wide 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

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development program is supplemented with funding available through Title IIA. All supplemental programs, materials and professional development funded by State and Federal resources are directly linked to the school's goals, activities, and Schoolwide Reform Strategies outlined in the Schoolwide Plan.

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

While funding will not be consolidated, the school's entire educational program is supported by Taylor Prep's School-wide 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 does not combine all funding streams; rather it uses each of its separate resources to support the schoolwide programs and goals. For instance, the general budget (state and local funds) pays for classroom teachers to provide primary core instruction. Then, supplemental state and Federal funds such as Title I and IIA are used to provide extra services in the form of interventions as well as extra professional development above and beyond the required 30 hours per teacher. The nutrition assistance for students eligible for free and reduced lunch allows us to make sure that our student body is well-nourished so that they may focus on learning rather than basic needs not being met. In this way, funds are used collaboratively but are not consolidated.

Taylor Prep uses several resources to implement the required Schoolwide Plan components. Title I and Section 31a provide supplemental services to students. Professional development programs, supplemented with funding available through Title IIA, are also supported by the school's Schoolwide Plan.

State and Local funds are coordinated under this plan in order to upgrade the school's entire educational program. Teachers, support staff, and school leaders will work in collaboration to support student achievement. Staff will be provided job-embedded PD to increase teacher effectiveness. Extended learning opportunities and extra-curricular activities will increase student access to multiple learning activities. Parent involvement activities will provide parents with opportunities to learn how to better support their children's academic experience and also make them part of the climate and culture of Taylor Prep.

IDEA funds are used to provide support for students with IEPs.

Title I, Part A Funds are used to provide paraprofessional working in multiple content areas with identified students, an academic specialist to identify at-risk students and deploy staff and resources as necessary, and the extended after-school tutoring program.

Title II, Part A Funds are used to provide professional development in Evidence-Based Literacy Instruction (EBLI), Moodle/online curriculum development, professional learning communities, formative assessment, standards-based grading, and differentiated instruction.

Section 31a Funds are used to provide for a school social worker and summer learning/credit recovery programs.

Nutrition grant funds are used to make sure our students have basic needs met so that they can focus on learning and making the most of the strategies employed to make them successful.

The school does not have formal violence prevention program, vocational and technical education and/or job training programs but will look

at these options as it grows. The school does have a policy on bullying and this is an ongoing discussion with parents, students and staff.

Students are also exposed to staff and visitors in the school building who represent and can talk to students about different career paths.

Evaluation:

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

Taylor Prep annually evaluates the implementation of its school improvement efforts through its school improvement process which includes demographic, programs/process, academic and perception survey (student, parent and staff) data collection and analysis to gauge the impact of its school improvement plan on meeting identified needs. Taylor Prep's improvement process is an ongoing, cyclical effort that encompasses the following: 1) capturing, analyzing, and reporting data; 2) prioritizing needs based on data; 3) communicating priorities; 4) organizing and implementing specific action in accordance with priorities; and 5) evaluating progress.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

Taylor Prep's Schoolwide/Improvement team and the staff analyze M Step, MI-SAAS, and NWEA MAP data to evaluate results and determine if goals are met. Appropriate supports will be put into place to support students not making appropriate gains.

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

Taylor Prep's Schoolwide/Improvement team and the staff analyze M Step, MI-SAAS, and NWEA MAP data to evaluate results and determine if goals are met. Appropriate supports will be put into place to support students not making appropriate gains.

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

While Taylor Prep regularly assesses its needs and student academic performance data to gauge the impact of the schoolwide program. Taylor Prep's improvement process is an ongoing, cyclical effort that encompasses the following: 1) capturing, analyzing, and reporting data; 2) prioritizing needs based on data; 3) communicating priorities; 4) organizing and implementing specific action in accordance with priorities; and 5) evaluating progress. To determine if the schoolwide program is effective, a key piece is the consideration of whether achievement gaps are closing between students who are furthest from achieving the standards and their at or above grade level peers.

4. What process is followed by the school to revise the plan, as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

The improvement process at Taylor Prep will be ongoing and components will be reviewed and revised to assure continuous student evaluation process.

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: 15	Academic	\$0
2	All students will demonstrate growth in English Language Arts	Objectives: 3 Strategies: 1 Activities: 15	Academic	\$0
3	All students will demonstrate growth in Mathematics	Objectives: 3 Strategies: 1 Activities: 15	Academic	\$0
4	All students will demonstrate growth in Science	Objectives: 3 Strategies: 1 Activities: 15	Academic	\$0
5	All students will demonstrate growth in Social Studies	Objectives: 3 Strategies: 1 Activities: 15	Academic	\$0
6	The school climate will improve	Objectives: 2 Strategies: 1 Activities: 4	Organizational	\$0

Goal 1: All students will demonstrate growth in Reading

Measurable Objective 1:

77% of Ninth grade students will increase student growth by meeting or exceeding growth targets in Reading by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

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

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.

Tier: Tier 2

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in reading and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal

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

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will meet in professional learning communities to discuss and implement best practices to reach students.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff

Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work with academically struggling students to increase their achievement in reading	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Reading	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A, Section 31a	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/08/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Other, Section 31a	Principal
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	Principal will assign/hire.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose students to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal

Measurable Objective 2:

84% of Tenth grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Reading by 06/15/2017 as measured by spring PSAT Reading assessment.

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(shared) Strategy 1:

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

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.

Tier: Tier 2

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in reading and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

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

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will meet in professional learning communities to discuss and implement best practices to reach students.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff

Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Instructional Staff

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work with academically struggling students to increase their achievement in reading	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal

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Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Reading	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A, Section 31a	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/08/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Other	Principal
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	Principal will assign/hire.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose students to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal

Measurable Objective 3:

61% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Reading by 06/15/2017 as measured by spring SAT Reading assessment.

(shared) Strategy 1:

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

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.

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Tier: Tier 2

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in reading and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teacher will meet in professional learning communities to discuss and implement best practices to reach students.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors will work with academically struggling students to increase their achievement in reading	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Reading	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title II Part A, General Fund	Principal and Instructional Staff

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Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Designated by Principal
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/08/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Other	Principal

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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	Section 31a	Principal will assign/hire.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose students to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal

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

Measurable Objective 1:

75% of Ninth grade students will increase student growth by meeting or exceeding growth targets in English Language Arts by 06/15/2017 as measured by Fall to Spring NWEA MAP results compared to the prior-year Ninth grade growth rate.

(shared) Strategy 1:

Supplemental Language Usage Instruction - Teachers and support staff will provide supplemental language usage instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: English/Language Arts

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

Tier: Tier 1

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

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Staff members will be assigned to check in with students to track progress in language and writing and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in language usage and writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Language Usage.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Title II Part A, General Fund	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2		03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal

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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	Section 31a	Principal will assign/hire.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 2:

92% of Tenth grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in English Language Arts by 06/15/2017 as measured by spring PSAT Reading assessment.

(shared) Strategy 1:

Supplemental Language Usage Instruction - Teachers and support staff will provide supplemental language usage instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in language and writing and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in language usage and writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Language Usage.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Title II Part A, General Fund	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2		03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 3:

25% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in English Language Arts by 06/15/2017 as measured by spring SAT Reading assessment.

(shared) Strategy 1:

Supplemental Language Usage Instruction - Teachers and support staff will provide supplemental language usage instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: English/Language Arts

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

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in language and writing and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in language usage and writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Language Usage.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund, Title II Part A	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2		03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal
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Goal 3: All students will demonstrate growth in Mathematics

Measurable Objective 1:

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

(shared) Strategy 1:

Supplemental Math Instruction - Teachers and support staff will provide supplemental math instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: Mathematics

Research Cited: -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
Staff members will be assigned to check in with students to track progress in math and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hire by Principal

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff

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Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Principal
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Math.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund, Title II Part A	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher (certified, HQ) will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff

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Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Title I Part A, Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

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Measurable Objective 2:

73% of Tenth grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Mathematics by 06/15/2017 as measured by spring PSAT Math assessment.

(shared) Strategy 1:

Supplemental Math Instruction - Teachers and support staff will provide supplemental math instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: Mathematics

Research Cited: -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
Staff members will be assigned to check in with students to track progress in math and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hire by Principal

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff

Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Principal

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

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Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Math.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund, Title II Part A	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher (certified, HQ) will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Title I Part A, Section 31a	Principal and Instructional Staff

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Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 3:

35% of Eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Mathematics by 06/15/2017 as measured by spring SAT Math assessment.

(shared) Strategy 1:

Supplemental Math Instruction - Teachers and support staff will provide supplemental math instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

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Category: Mathematics

Research Cited: -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
Staff members will be assigned to check in with students to track progress in math and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal

Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hire by Principal

Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff

Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Principal

Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal

Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Math.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Title II Part A, General Fund	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher (certified, HQ) will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Title I Part A, Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal

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Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1		09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Goal 4: All students will demonstrate growth in Science

Measurable Objective 1:

A 10% increase of Ninth grade students will increase student growth by meeting or exceeding grade-level proficiency targets in Science by 06/15/2017 as measured by the percentage of students meeting or exceeding the 3.0 level of proficiency in Science courses compared to the prior-year Ninth grade cohort.

(shared) Strategy 1:

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

Category: Science

Research Cited: -Marzano (2003). What Works in Schools: Translating Research into Action. -Hattie, John (1992). Tutoring. -Zwires, J. (2010). Building Reading

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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.

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in science and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1		09/06/2016	06/15/2017	\$0	No Funding Required	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in science	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in science.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund, Title II Part A	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal

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Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
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	Principal will hire/assign.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 2:

A 10% increase of Tenth grade students will increase student growth by meeting or exceeding grade-level proficiency targets in Science by 06/15/2017 as measured by the percentage of students meeting or exceeding the 3.0 level of proficiency in Science courses compared to the prior year for the same cohort.

(shared) Strategy 1:

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

Category: Science

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.

Tier: Tier 1

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Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in science and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1		09/06/2016	06/15/2017	\$0	No Funding Required	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in science	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in science.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal and Instructional Staff

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Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
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	Principal will hire/assign.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 3:

25% of Eleventh grade students will demonstrate a proficiency in Science by 06/15/2017 as measured by the percentage of students scoring Proficient or higher on the state Science assessment.

(shared) Strategy 1:

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

Category: Science

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.

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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Staff members will be assigned to check in with students to track progress in science and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1		09/06/2016	06/15/2017	\$0	No Funding Required	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in science	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in science.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A, General Fund	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal

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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	Section 31a	Principal will hire/assign.
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Goal 5: All students will demonstrate growth in Social Studies

Measurable Objective 1:

A 10% increase of Ninth grade students will increase student growth by meeting or exceeding grade-level proficiency targets in Social Studies by 06/15/2017 as measured by the percentage of students meeting or exceeding the 3.0 level of proficiency in Social Studies courses compared to the prior-year Ninth grade cohort.

(shared) Strategy 1:

Supplemental Social Studies Instruction - Teachers and support staff will provide supplemental reading instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: Social Studies

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.

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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Staff members will be assigned to check in with students to track progress in social studies and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Early Reading First	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in social studies	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in social studies.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund, Title II Part A	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal

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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	Section 31a	Principal will assign/hire
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 2:

A 10% increase of Tenth grade students will increase student growth by meeting or exceeding grade-level proficiency targets in Social Studies by 06/15/2017 as measured by the percentage of students meeting or exceeding the 3.0 level of proficiency in Social Studies courses compared to the prior year for the same cohort.

(shared) Strategy 1:

Supplemental Social Studies Instruction - Teachers and support staff will provide supplemental reading instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: Social Studies

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.

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in social studies and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Early Reading First	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in social studies	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in social studies.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund, Title II Part A	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Section 31a, Title I Part A	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal

Measurable Objective 3:

40% of Eleventh grade students will achieve college and career readiness in Social Studies by 06/15/2017 as measured by the percentage of students scoring Proficient or higher on the state Social Studies assessment.

(shared) Strategy 1:

Supplemental Social Studies Instruction - Teachers and support staff will provide supplemental reading instruction to identified at-risk students to increase their proficiency inside and outside of the classroom.

Category: Social Studies

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.

Tier: Tier 1

Activity - Academic Specialist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff members will be assigned to check in with students to track progress in social studies and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Early Reading First	Hired by Principal
Activity - Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Teacher Collaborative Planning Teams	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal and Instructional Staff
Activity - Technology Use	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	No Funding Required	Instructional Staff
Activity - After-School Tutoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in social studies	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title I Part A, Section 31a	Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in social studies.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Title II Part A, General Fund	Principal and Instructional Staff
Activity - Coteaching	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by Principal
Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Instructional Staff
Activity - Credit Recovery Programs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Title I Part A, Section 31a	Principal and Credit Recovery Staff
Activity - Summer Enrichment Camp	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Section 31a	Principal and Instructional Staff
Activity - Testing Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Title II Part A	Hired by Principal
Activity - Student Incentives	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
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	Principal will assign/hire
Activity - Parent Learning Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	General Fund	Principal
Activity - College and Career-Readiness Coordinator	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Hired by the Principal
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Goal 6: The school climate will improve

Measurable Objective 1:

collaborate to create and maintain consistent student expectations and identify and reward positive student behavior that results in a 30% decrease in referrals (per 100 students) by 06/15/2017 as measured by the number of negative behavior referrals per 100 students in InfiniteCampus compared to the prior year.

(shared) 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

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

Category: School Culture

Research Cited: - Sugai (2008). School-wide Positive Behavior Support & Response to Intervention. - Michigan Board of Education (2006). Positive Behavior Support Policy. - Is School-Wide Positive Behavior Support an Evidence-Based Practice? Positive Behavior Intervention & Supports. pbis.org/research (2009). - Dunlap, W.,

Horner, R., Sailor, W., Sugai, G. (2008). Handbook of Positive Behavior Support: Issues in Clinical Child Psychology. - Richey David Dean, & Wheeler, John J. (2004).

Behavior Management: Principles and Practices of Positive Behavior.

Tier: Tier 1

Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker will directly interact with students that exhibit negative behavior. Staff member will work to coach students individually or in group sessions	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Early Reading First	Hired by the Principal

Activity - Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will support each other in making a successful transition to high school	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal

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Activity - Attendance Parapro	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member (HQ paraprofessional) will be hired to directly interact with students that exhibit chronic absenteeism. Staff member will work to contact parents and students one on one to intervene with attendance concerns. Staff member will share links of how attendance impacts student grades. Staff member will contact truancy official when appropriate.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/16/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses focused on teaching them how to provide positive behavior interventions students. In addition, staff will focus on improving student engagement to decrease behavior occurrences.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund	Administrators and Instructional Staff

Measurable Objective 2:

collaborate to increase average daily attendance by 8 percent by 06/15/2017 as measured by average daily attendance over the 2016-17 school year, compared to the prior year.

(shared) 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

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

Category: School Culture

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

Tier: Tier 1

Activity - School Social Worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Social Worker will directly interact with students that exhibit negative behavior. Staff member will work to coach students individually or in group sessions	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Early Reading First	Hired by the Principal

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Activity - Student Mentoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will support each other in making a successful transition to high school	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Section 31a	Principal
Activity - Attendance Parapro	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff member (HQ paraprofessional) will be hired to directly interact with students that exhibit chronic absenteeism. Staff member will work to contact parents and students one on one to intervene with attendance concerns. Staff member will share links of how attendance impacts student grades. Staff member will contact truancy official when appropriate.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/16/2017	\$0	Section 31a, Title I Part A	Hired by Principal
Activity - Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will participate in various professional development courses focused on teaching them how to provide positive behavior interventions students. In addition, staff will focus on improving student engagement to decrease behavior occurrences.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/16/2017	\$0	General Fund	Administrators and Instructional Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Collaborative Planning Teams	Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Parent Learning Events	Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Parent Learning Events	Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Language Usage.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Principal and Instructional Staff
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in science.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Math.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Principal and Instructional Staff

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Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Reading	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Technology Use	Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional Staff
Teacher Collaborative Planning Teams	Teacher will meet in professional learning communities to discuss and implement best practices to reach students.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Teacher Collaborative Planning Teams	Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Parent Learning Events	Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Professional Development	Staff will participate in various professional development courses focused on teaching them how to provide positive behavior interventions students. In addition, staff will focus on improving student engagement to decrease behavior occurrences.	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Administrators and Instructional Staff
Parent Learning Events	Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1		09/06/2016	06/15/2017	\$0	Principal
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in social studies.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Principal and Instructional Staff
Teacher Collaborative Planning Teams	Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Teacher Collaborative Planning Teams	Teachers will meet in professional learning communities to discuss and implement best practices to reach students,	Teacher Collaboration	Tier 1		09/06/2016	06/15/2017	\$0	Principal and Instructional Staff

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Student Incentives	Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
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Early Reading First

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School Social Worker	Social Worker will directly interact with students that exhibit negative behavior. Staff member will work to coach students individually or in group sessions	Behavioral Support Program	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Hired by the Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in social studies and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Technology Use	Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional Staff
Technology Use	Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Technology Use	Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1		09/06/2016	06/15/2017	\$0	Instructional Staff
Technology Use	Staff will use technology with academically struggling students to differentiate instruction and increase achievement.	Technology	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal

Title I Part A

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.	Direct Instruction	Tier 2		03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff

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Summer Enrichment Camp	Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Principal and Instructional Staff
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Academic Specialist	Staff members will be assigned to check in with students to track progress in reading and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in math and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
After-School Tutoring	Tutors will work with academically struggling students to increase their achievement in reading	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal
Attendance Parapro	Staff member (HQ paraprofessional) will be hired to directly interact with students that exhibit chronic absenteeism. Staff member will work to contact parents and students one on one to intervene with attendance concerns. Staff member will share links of how attendance impacts student grades. Staff member will contact truancy official when appropriate.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/16/2017	\$0	Hired by Principal
Paraprofessionals	Staff members will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal

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Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hire by Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in language usage and writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in language and writing and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in science and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in social studies	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in science	Academic Support Program	Tier 2	Implement	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
Student Incentives	Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in science.	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Instructional Coach	Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Designated by Principal
Testing Coordinator	Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Instructional Coach	Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional Staff
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Language Usage.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Principal and Instructional Staff
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Reading	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Instructional Coach	Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional Staff
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in social studies.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Principal and Instructional Staff
Instructional Coach	Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional Staff

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Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Math.	Professional Learning	Tier 1	Implement	08/22/2016	06/16/2017	\$0	Principal and Instructional Staff
Instructional Coach	Instructional Coach will rotate between staff, providing instructional support regarding delivery of differentiated and engaging instruction.	Teacher Collaboration	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Instructional Staff

Section 31a

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.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Summer Enrichment Camp	Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Principal and Instructional Staff
Testing Coordinator	Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in language usage and writing.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Student Incentives	Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Summer Enrichment Camp	Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Principal and Instructional Staff

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Attendance Parapro	Staff member (HQ paraprofessional) will be hired to directly interact with students that exhibit chronic absenteeism. Staff member will work to contact parents and students one on one to intervene with attendance concerns. Staff member will share links of how attendance impacts student grades. Staff member will contact truancy official when appropriate.	Parent Involvement, Behavioral Support Program	Tier 2	Implement	08/22/2016	06/16/2017	\$0	Hired by Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in social studies	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal
Coteaching	The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Coteaching	The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Professional Development	Staff will participate in various professional development courses and conferences (ie: co-teaching, differentiation, SBG) focused on teaching them how to align their instruction to standards, improve student engagement and improve instruction to increase academic achievement for all students but particularly those who are struggling in Reading	Professional Learning	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal and Instructional Staff
Testing Coordinator	Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in math and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in science and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal

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Coteaching	The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
College and Career-Readiness Coordinator	College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose students to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts.	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal will assign/hire.
College and Career-Readiness Coordinator	College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by the 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
Student Incentives	Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in math.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hire by Principal
After-School Tutoring	Tutors will work with academically struggling students to increase their achievement in reading	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal

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Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Coteaching	The co-teacher (certified, HQ) will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Class Size Reduction, Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Testing Coordinator	Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in language and writing and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Paraprofessionals	Staff members will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
College and Career-Readiness Coordinator	College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by the Principal
Academic Specialist	Staff members will be assigned to check in with students to track progress in reading and assess specific goals	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Student Incentives	Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal

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College and Career-Readiness Coordinator	College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by the Principal
Coteaching	The co-teacher will share teaching responsibilities with the classroom teacher including: teaching lessons, developing curriculum, assessing students, and responding to student needs. Responding to student needs in the form of small group and one-on-one will be more frequent and immediate.	Direct Instruction	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Student Incentives	Incentives will be offered to students for attaining their academic goals and NWEA growth goals	Academic Support Program, Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$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	Implement	09/06/2016	06/15/2017	\$0	Principal will assign/hire.
Summer Enrichment Camp	Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/08/2016	08/18/2016	\$0	Principal and Instructional Staff
SAT Prep	SAT Prep will help students prepare for the SAT by teaching effective test-taking strategies and allowing for practice on SAT-like questions and prompts.	Supplemental Materials	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal will hire/assign.
Parent Learning Events	Materials and food will be provided to parents who attend Parent Learning Events designed to build parent capacity to help their student at home	Parent Involvement	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2		03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
Paraprofessionals	HQ paraprofessionals will work with struggling students in small groups or one-on-one under the teacher's supervision after teacher-directed instruction when the class demonstrates a student-centered environment.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
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

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Summer Enrichment Camp	Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Principal and Instructional Staff
Summer Enrichment Camp	Students identified as at risk will be invited to attend the Summer Enrichment Camp to learn key skills needed for high school success.	Academic Support Program	Tier 2	Implement	08/15/2016	08/18/2016	\$0	Principal and Instructional Staff
Credit Recovery Programs	Students who do not pass their courses at the end of the semester will have the opportunity to earn credit through our Winter and Summer credit recovery programs.	Direct Instruction	Tier 2	Implement	03/06/2017	08/03/2017	\$0	Principal and Credit Recovery Staff
College and Career-Readiness Coordinator	College and Career Coordinator will assist in aligning student achievement with College and Career Goals. Will expose student to various programming to assist. Will host workshops intended to improve and monitor college readiness levels.	Career Preparation /Orientation	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Hired by the Principal
Testing Coordinator	Testing Coordinator will identify students who need additional time or support on assessments. The supervisor will organize and monitor assessments based on student needs and instructional suggestions from their teachers.	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Hired by Principal
Student Mentoring	Students will support each other in making a successful transition to high school	Behavioral Support Program	Tier 1	Implement	09/06/2016	06/15/2017	\$0	Principal
After-School Tutoring	Tutors (HQ paraprofessionals) will work with academically struggling students to increase their achievement in science	Academic Support Program	Tier 2	Implement	09/06/2016	06/15/2017	\$0	Principal