



Single Building District Improvement Plan

Taylor Preparatory High School

Taylor Preparatory High School

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

A formal comprehensive needs assessment was completed by the Taylor Prep Schoolwide/Improvement Committee during the 2016-2017 school year. The following stakeholders were given an opportunity to provide feedback during meetings held throughout the 2016-17 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. Erica Sharp, Principal - Participated in the required meetings, provided input across all areas of the Schoolwide Plan and was responsible for guidance and leadership.

Mrs. Michelle LaFata, Assistant Principal - Participated in the required meetings, provided input across all areas of the Schoolwide Plan.

Mr. Phil Van Allen, Social Studies Instructor-Participated in the required meetings, provided input across all areas of the Schoolwide Plan.

Mr. Kurtis Dollison, 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.

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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 and 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 fourth year of operation, there has not been a strong established trend that allows us to predict enrollment. The enrollment is expected to increase by 125-175 students. With this expected increase, there will be a need to hire approximately one staff member in each core subject, particularly at the 9th grade level.

Attendance: The current average daily attendance is approximately 87.36% in 2016-2017. Taylor Prep would like the percentage to be higher in the future.

Students 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 in Reading and Language Usage. 9th grade students taking the reading test experienced proficiency growth from 48% to 71% from fall to spring. 10th grade students taking the reading test experienced proficiency growth from 49% to 67% from fall to spring. Similar success was seen in Language Usage where 9th grade students taking the language test experienced proficiency growth from 52% to 63% from fall to spring. 10th grade students taking the language test experienced proficiency growth from 53% to 63% from fall to spring.

Achievement - Challenges:

Based on NWEA data, during the spring testing session only 37% of 9th grade students were at a level of proficient in Math, which was our lowest level of student achievement.

This data point of concern is echoed in both our PSAT and SAT data. In our PSAT data our students are only showing 16% (9th Grade), 11% (10th Grade) and 17% (11th Grade) College Readiness. The SAT showing similar results with only 21 % of our students meeting the SY 2016-2017

College Readiness Benchmark in math.

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 attendance, reading, language usage, and math specifically; these goals are set using data from the CNA. This data primarily consists of fall to spring 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 9-12; 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; personal invitations given to attend summer workshops that prep for high school success; a year-long after school tutoring program offered M-W; and 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

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assessments to help teachers be diagnostic and prescriptive with their reading instruction, effective literacy stations, and the five essential components of reading, with an emphasis on the foundations of reading.

In our math courses, we believe using Khan Academy, NROC, and EdReady will help our students the most in reaching the State's standard. These are online program 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 attempts 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 causes 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 up to three 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 after school electives (an optional one hour course offered after-school).

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 academic assistance are required to attend tutoring in the area of need. Students are identified based on the cumulative file reviews, the NWEA MAP fall assessment, and/or teacher recommendations. 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 through NROC. 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 0% teacher turnover rate from the 2015-2016 school year to the 2016-2017 school year.

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

13 teachers (52%) have 0-3 years of experience, 12 teachers (48%) have 4 or more 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 2016-2017 school year, 100% of the teaching staff was highly qualified with teaching experience ranging from 0 to 14 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, an after school 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 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 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 once a month, 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 2017-18 Professional Development Calendar

Component 6: Strategies to Increase Parental Involvement

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

Parent involvement in the design of the schoolwide plan includes surveys for the Title I program, parent meetings and the feedback from the PTO. The information will be analyzed for 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 includes parent volunteers who are involved in the identification of growth areas in the CNA.

In addition, all parents have access to the draft CNA and allowed 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: 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 school, chaperoning field trips, organizing fund raisers, operating the concession stands within the school, assisting in Open House and other school-wide events, as well as other various activities throughout the school year.

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both formally and informally, such as 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. 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		2017-18 Parental Involvement Policy

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

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year, 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). 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 talk about an aspect of the educational program. These events are dedicated to understanding the state and local assessments administered by the school (such as MME, SAT, 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. Parents may

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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. 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. 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 2017 (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 2017 (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 2017 and April 2018 (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 year. The meetings will always include the following agenda items, but will be expanded based on student needs:

- What is Title I?
- Why might my child need help?
- How can I get involved?
- School Improvement Overview

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- 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 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 encourage 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 programs, 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 Open House events showcasing student achievements.

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.

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(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 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 2017-18 School-Parent 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

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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?

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

At Taylor Prep, there are select 9-12th grade courses that utilize a Standards Based Grading (SBG) curriculum. We are in our fourth year of implementation and continue to see significant positive results. Many of our teachers serve as curriculum leads to directly impact the academic assessments.

The assessments are created by groups 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.

After each assessment, students track their academic progress. Students are then 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.

With the new shift in standardized test taking, teachers also met to discuss potential gaps in instructional and in assessments. As a result, standards were adjusted to include skills needed to be successful on the standardized test.

Parents are communicated with on a regular basis. Weekly emails are sent that indicated upcoming assessments and missing assignments. Teachers focus communication on what is necessary for their students to improve on assessments. 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 orientation so that they are prepared for 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 all 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.

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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 or changed for next year. These changes are not based on 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 minority 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 and 9th grade English, specialized classes are 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.

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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

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

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

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.

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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.