



Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Mildred C. Wells Preparatory Academy

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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 SIP 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.

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?

The lack of physical space at the Mildred C. Well Academy has identified the following challenges:

1. Resources with growing enrollment challenges
2. RTI and Reform challenges have been due to a lack of available and consistent resources and support

The following challenges in student enrollment data: high mobility/student transient rate, and the lack of physical space and necessary amenities including a gym and cafeteria.

In anticipation of greater enrollment, there remains the challenge of having adequate space for interventions and enrichment activities in our current facility.

We have created new space by utilizing parts of our storage/kitchen as a study table room. We also plan on trying to repair the warehouse behind the school for additional space. The warehouse will provide students with space for gym (in the winter months).

Student Demographic Data

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

The three-year trend in student attendance data averages a thirteen point two percent (13.2%) rate of chronic student absences down by 1.1% from previous years. In addition, there exists a high rate of tardiness, suspensions and a general lack of parental communication to the school, which is largely due to frequent changes in parent contact information without notification.

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?

Based on the MCWA student behavior data for the (2014-2015 and 2015-2016), the following summations have resulted: (1) negative student behavior serve as a barrier to effective instruction; repeated restrictive student behaviors have consistently affected instructional delivery and have contributed to poor achievement performances, (2) a lack of ethnic and cultural awareness and (3) a lack of effective training in the PBIS strategies from the Behavioral Support Staff. Also, the academy has experienced a lack of parental support.

Student Demographic Data

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

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In the areas of attendance, enrollment, and behavior, our leadership team has focused on implementing a school-wide PBIS program to be monitored with fidelity through the use of a system of rewards and incentives. We have installed a "call system" to alert parents of student absences along with updates on vital school information that is designed to decrease the amount of unexcused absences. The system will also be used to track truancy and keep parents informed about new policies. We are developing a plan to work with our local ISD and government agencies to improve our present challenges with attendance.

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?

Since the inception of MCWA's in 2005-2006, there has been a high turnover rate for district school administrators and classroom teachers. We have had three school leaders in five years and a portion of our teachers left their assigned posts--mid-year. As of May 26, the School Leader and all but one teacher is finishing up on his first year with the academy. Staffing is still a immediate and pressing concern needing to be addressed for our students.

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?

Positive Student Achievement Impact:

The number of years of teaching and leadership experience of the teachers and staff members in our building has resulted as follows: The MCWA Teacher Leadership Team has been active for five years. Forty percent (40%) of our present teaching staff serves on the team began as novice teachers. Over the years, the core members of the leadership team have developed professional efficacy. Currently (2015/16), there are two new administrative team members with less than 15 years of experience. Although we are a priority school and Reform/Redesign plans are being implemented for our upcoming school year, our MCWA Teacher Leadership Team made up of veteran staff have significantly impacted student achievement. This impact is presently evidenced in the gains achieved in NWEA and Aimsweb benchmark assessments.

Negative Student Achievement Impact:

In the past, MCWA have hired new teachers to fill the need of the academic standard. Through the interviewing process the interviewer made sure that the candidates understood the community that the school is servicing. Based on the 2015-2016 NWEA scores, results displayed that students that had new teachers improved slightly from Fall to Spring testing.

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?

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Since hired, the school leader has missed school for professional development training and less than two days for personal reasons. MCWA school leader's visible presence has impacted student achievement through continued focus on instructional best practices, regular classroom visits, and promoting professional data dialogues relating to instruction and classroom management.

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?

During the current school year (2015-16) MCWA had to start the school year off needing teachers. The school is completely staff with highly qualified teachers now with a absentee rate of 10%. MCWA is a small school and the early leaves and late arrivals have affected student achievement and scheduling upsets.

Teacher/School Leader(s) Demographic Data

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

The student body at MCWA is in high need of teachers that are aware and understand the demographic culture and ethnicity of the institution, which has historically been disproportionate to our yearly student population. Additionally, when highly qualified teachers are sought after, the respondents do not accept the invitation. Reasons given are: inadequate salary (local candidates), school location, workload and a lack of "the arts". Moving forward, the academy will address the challenge by word-of-mouth applicants, community outreaches, and job fairs.

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?

The standard that stands out, as strength is Standard 9 - School, Family and Community Communication.

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

The strands that stand out as challenge area--Standard 7; T: Collective Responsibility under Strand III Professional Learning Culture with an overall score.

12. How might these challenges impact student achievement?

As a single building within a single building district, the challenge standard 7; T III (collective responsibility and professional learning culture) could negatively impact students achievement in the following ways:

There would be a lack of collaboration time among teachers and staff to effectively review and analyze data to guide instruction. In addition, the lack of a general consensus among teachers to share common practices necessary for closing the gaps identified in assessment data.

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.

MCWA has created a professional learning community scheduled to be implemented fully in the Fall of 2016. Data dialogues along with the implementation of best practices will be used to address the results from the School Systems Review/Self Assessment. Teachers will team together in cluster groups to review and analyze data on a regular basis and plan instruction accordingly. Teachers will peer review to offer constructive feedback with the intentionality of creating a culture for positive school climate. This plan will be monitored and assessed for effectiveness.

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?

Students with disabilities have access to all intervention programs, as we are a full inclusion school. Our RTI team reviews the data for our students and the outcomes of the meetings make students eligible for intervention services funded through grants as well as receiving their Support Services. Students with disabilities are offered tutoring, after school enrichment and supplemental learning opportunities. In

addition, we have a parent advocate that attends local RESA ISD meetings and provides our staff and the MCWA Parent-Teacher-Organization with district-wide information, resources and available opportunities. Our data team reviews the data for our students with disabilities right along with all other students. Outcomes of the meetings make students eligible for intervention services funded through grants as well as receiving their Special Ed services. Ongoing professional development in researched based practices are provided to Special Education teachers to ensure that students with disabilities have access to needed programs.

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

After-school tutoring is available for all students. Summer school is provided to students based on Spring Benchmark Math and ELA assessments. The school presently partners with a local community university student to tutor math, an identified area of focus based on outcomes from the 2015-2016 Math MEAP and local standardized benchmark assessments. All grades and students attend the "Healthy U" Program at the local YMCA for gym and swim activities as well as a course on healthy lifestyle. Twice a year, all students and families attend Math and ELA Curriculum nights where families learn to help support student learning through strategic games of content reinforcement. Community connection worked to collect donations for the less fortunate students of our school/community. Grades 2, 3, and 4 participate in "Calling All Colors" in the Fall and Spring. Students team up with students from other school districts to form lasting pen pal partnerships. MCWA partnered with Michigan State Extension for grades 4-7 as a hands-on, minds-on, social project that intended to facilitate curriculum with engaging and exciting lab experiences.

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

The process for identifying students for summer school and tutoring is based on the academic data results from NWEA, DIBLEs, STAR, Aimsweb and statewide assessments. We also arrange our learning opportunities into upper and lower grade leveled activities for age appropriateness. Parents are notified via mailed letters.

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?

Lesson plans are monitored weekly. Lesson plans are matched to unit plans and pacing guides. Common core state standards are monitored through the artifacts of weekly lesson plans, pacing guides, and curriculum maps. The use of pre- and post- assessments for tracking mastery is employed on a weekly basis across all grades. In addition to the tri-annually benchmark assessments that are already used, quarterly common core standard-based assessments aligned vertically and horizontally among all grades will be implemented with fidelity and used as evidence of student achievement.

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

N/A - MCWA is a K-7 preparatory academy.

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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

Our 2015-16 NWEA data shows a school-wide average increase across the MCWA student-body. Scantron data for grades 2, 5, 6, and 7 show mean scores within the Spring Benchmark interquartile range.

19b. Reading- Challenges

MCWA uses MEAP, NWEA, and Aimsweb to assess student achievement. Our students have continued to show growth in NWEA and Aimwebs, but are still performing below the state level. Our challenges have been identified in basic reading fundamentals and reading comprehension as transient students enter third grade without minimal skill sets. Based on the results of our 2015-2016 NWEA benchmark testing, there were little gains in reading and math throughout K through 7th grade.

19c. Reading- Trends

For the 2015-2016 school year, the overall NWEA reading results showed gains in comparison to previous year.

19d. Reading- Summary

Summarize how these challenges will be addressed in your School Improvement Plan. Indicate Not Applicable (NA) if there is no

challenge or this challenge will not be addressed at this time in the School Improvement Plan. Indicate the relevance or impact on tiered instruction if appropriate.

Our two big ideas address Instructional Design and Delivery and Multi-Tiered System of Supports (MTSS). Through a well defined, developed, and immediate Response to Intervention (RTI) plan we will focus on the following areas:

Strong receptive and expressive language

Well-developed phonological and print awareness

Knowledge of letter-sound relationships (decoding)

Large vocabularies

An ability to comprehend reading material

The ability to read naturally and effortlessly (fluency)

Tiered instruction will provide the prerequisite foundational skills necessary to become good readers. Struggling readers who do not receive early intervention will fall further behind across grade levels further widening the learning gap. We will implement the use of a strong leveled reading program (Reading A-Z). Students who require intervention will identified as soon as possible. We will implement a universal screening within a Response-to-Intervention (RTI) framework is an important tool in the process of identifying students who require early reading intervention.

20a. Writing- Strengths

Strengths- Students tested at a 30% proficiency rate which is 5% above the state targeted goal of 25%. The proficiency target was met and 2 points were earned toward Preliminary Status.

20b. Writing- Challenges

Challenges- Historically, our students have performed low in writing due to lack of consistent school wide writing curriculum. Based on the results of our 2015-2016 NWEA, our school performed in the bottom 5% of the state and was identified as a Priority school. Implementing writing across the curriculum with fidelity has made a adverse impact on student achievement.

20c. Writing- Trends

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Based on our 2015-2016 NWEA results and our priority reform incentives, we expect to see a continual upward trend in writing.

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.

MCWA has already begun to implement the use of a school-wide rubric to guide the genres of writing (expository, narrative, persuasive, and descriptive). In addition, we have begun implementing the Reading-Writing-Workshop which includes "Four Block" graphic organizer writing method with all learners in all subject areas.

21a. Math- Strengths

Our 2012-13 Scantron data shows a schoolwide average increase of 122 points per student, 2013-2014 was 145 points, and 2014-2015 an increase of 121 points per student. Our MEAP data shows a proficiency increase from 11.9% in 2012-2013 to 20% in 2013-2014.

Current NWEA (2015/16) reporting show that students increased 11% across the board in Math and English.

21b. Math- Challenges

Based on the results of our 2015-2016 NWEA assessment our school performed in the bottom 5% of the state and was identified as a Priority school.

21c. Math- Trends

Our MEAP trends in math for the 2011-2012, 2012-2013, and 2013-2014 school years shows an overall downward trend in proficiency in all core content areas that signifies a weakness in our instructional model and a lack of implementation of best practice instructional strategies.

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2015/16 NWEA data show that MCWA improved slightly from Fall to Spring session. That current trend is expected to continue through summer testing.

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.

MCWA will continue to utilize the math tutor program and monitor the implementation as it progresses. Small, flexible group instruction will be implemented in every grade level. We also plan to purchase online curriculum that is aligned to Common Core Standards and monitors academic growth of math skills for individual student ability levels. Students will move toward performance based tasks and using real life scenarios and problem solving tasks. Our school will focus on Bloom's Taxonomy and Webb's DOK as foundational methods for developing critical thinking skills. Tier instruction will monitored regularly for student mastery.

22a. Science- Strengths

Based on the results of our 2015-2016 NWEA, there were no strengths indicated.

22b. Science- Challenges

Based on the results of our 2014-2015 NWEA assessment our school performed in the bottom 5% of the state with a 0% proficiency.

22c. Science- Trends

Historically, MCWA has preformed at 0% proficiency in Science.

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.

Historically our Science MEAP data has been poor. In the winter of 2015, MCWA partnered with Ecotek Science Lab over a 16 week period

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to support our science curriculum in grade 4-7. Based on this partnership, we anticipate that our science and math content areas to show student growth gains. Moving forward, it is our intention to integrate Science across the curriculum.

23a. Social Studies- Strengths

Based on the results of our 2014-2015 NWEA assessment our school showed an increase in proficiency from 13.5% to 14.0%.

23b. Social Studies- Challenges

Based on the results of our 2014-2015 NWEA assessment our school performed in the bottom 5% of the state and showed low proficiency in Social Studies.

23c. Social Studies- Trends

Based on the results of our 2014-2015, MEAP testing show our school has shown inconsistent growth. 2015-2016 NWEA testing results show that the inconsistency has continues through Fall and Spring testing.

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.

Historically our MEAP data has revealed little growth. We will review the current best practices used in Social Studies instruction as a means to help students with information retention.

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?

Students completed a perception survey for their classroom teacher in the following five domains:

- *relationships
- *rigor and relevance
- *engagement
- *dynamism
- *assessment and feedback

Students rated their teachers on a grade scale from A to F. The results showed a high approval rate for teachers in the all of the five domains.

24b. Student Perception Data

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

The areas indicated for the overall lowest level of satisfaction among the 2015 student survey was:

- *Teachers display a lack of interest for non-academic relationships (what goes on in my life).
- *Teachers do not assign work that challenges or motivates the learner.
- *Teachers are not preparing learners for college and career readiness skills.

24c. Student Perception Data

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

Conduct a professional learning inservice on the construction of "Building Learning Communities in the Teaching and Learning Environments." Upon the completion of this process, monitor the process for effectiveness.

25a. Parent/Guardian Perception Data

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

During the 2015-2016 school year, the highest level of satisfaction was that seventy-one percent (71%) of parents believe that the dress and
SY 2015-2016

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behavior codes were highly satisfactory. Sixty-nine percent (69.4%) were highly satisfied with the school leader, sixty-three percent (63%) believed that the school delivered high academics, sixty-three (63%) percent believed that the MCWA teachers care about their child, and fifty-three percent (53%) believe in the schools reputation. Additionally, eighty-four percent (84%) of parents that they would recommend other parents to send their children to the academy and seventy-four percent (74%) that their children will return.

25b. Parent/Guardian Perception Data

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

During the 2015-2016 school year, the lowest level of satisfaction was that seventy-four percent (74%) of parents believe that the MCWA building size was not the right amount of space and fifty-one percent (51%) believed that class sizes are too large.

25c. Parent/Guardian Perception Data

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

Class sizes will be capped at 25 students per classroom. We will continue to work with our Board of Directors and Authorizers to secure new building as concerns were expressed about the overall size of our school.

26a. Teacher/Staff Perception Data

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

During the 2015-2016 school year the highest level of satisfaction among teachers/staff was:

*75% of the teachers believed there is a strong school, family, and community relationship

*66% of teachers believe they are working in a safe environment

*83% of teachers believe the school leader promotes a decision making process

26b. Teacher/Staff Perception Data

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

According to the 2015-2016 Culture and Climate Survey, the lowest level of satisfaction among teachers/staff:

*83% of teachers/staff believe there is a general lack of communication

26c. Teacher/Staff Perception Data

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

In January 2015, an e-meeting weekly communique was sent to all teachers/staff that required a feedback response. Additionally, weekly professional learning community meetings were handed over to the teaching/leadership team with a "minutes" feedback and sign off report. MCWA will continue this practice to increase communication among teachers and staff.

27a. Stakeholder/Community Perception Data

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

The overall highest level of satisfaction among stakeholders/community:

- *Stakeholders have indicated that they are pleased with the overall function of the school
- *Stakeholders believe that the school has a sound governance
- *Community members are highly satisfied with the School Leader
- *Stable enrollment numbers
- *Positive parent perceptions

27b. Stakeholder/Community Perception Data

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

The areas that indicated the overall lowest level of satisfactions among stakeholders/community are:

- *The lack of physical space and necessary ammentities including a gym and cafeteria
- *The lack of available resources such as: a library, school nurse, and art/music/gym curriculum

27c. Stakeholder/Community Perception Data

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

MCWA will continue to seek alternative options for school space and support staff.

Summary

28a. Summary

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

Demographic Strength: The community is highly satisfied with the location and quality of education students are receiving at MCWA.

Demographic Challenge: Since the inception of MCWA in 2005-2006, there has been a high turnover rate for district school administrators and classroom teachers. We have had three school leaders in five years and a portion of our teachers left their assigned posts--mid-year. At the start of the 2015-16 school year, we continue to have staffing shortfalls. We have challenges with student mobility and attendance, lack of school wide effective behavior support system.

Process strengths: There is strong community support for the school. There are various extended learning opportunities and staff continuously review all data (Scantron, DIBELs, MEAP, etc.) as a means to implement differentiation activities/teaching strategies to continue student achievement.

Process challenges: Overall, the school is not performing well on standardized tests.

Achievement/outcome strengths: Individual test scores indicate incremental academic growth on standardized tests.

Achievement/outcome challenges: Best practices/classroom instruction needs to be individualized to the needs of each learner.

Perception strengths: Enrollment has been consistent for the past ten years. All stakeholders support the need for MCWA in the Benton Harbor community.

Perception challenges: The lack of physical space, amenities, and support staff continue to be a concern for meeting the needs of our school population.

28b. Summary

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

Students continue to learn and achieve beyond the snapshot of a single standardized assessment. Parents continue to send their children to the academy and believe that they are getting a quality education. The high turn-over rate for teachers can impact student achievement as teachers transition mid-year. Attracting qualified and committed talent is a work in progress and an ongoing goal. Our school has a good reputation and is supported continuously by the community.

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?

In the 2016-2017 school years, we will continue to utilize our space and resources in the most effective way to help our students excel. We will also adapt our instructional programs through best practices to meet the needs of our students as identified in our Reform and Redesign Plan focusing on intentionality and explicit instruction. Full implementation of the Common Core State Standards will be used to measure mastery. Students will be tiered for strategic intervention based on the learning outcomes. We will continue to participate in professional development activities as a means to measurably achieve targeted adequate yearly progress.

Single Building District Additional Requirements Diagnostic

Introduction

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

Single Building District Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
1.	Literacy and math are tested annually in grades 1-5.	Yes	First grade uses teacher created math assessments using KC4 as a resource for alignment to the Common Core State Standards (CCSS), grades 2-7 uses NWEA math and reading assessments, grades K-1 use Aimsweb tests.	

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://www.wellsacademy.com/uploads/4/3/9/7/4397552/mcwa_aer201112.pdf	

Label	Assurance	Response	Comment	Attachment
3.	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	No	N/A. Mildred C. Wells Academy does not have an 8th grade at this time.	

Label	Assurance	Response	Comment	Attachment
4.	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	No	We are a K-7 building.	

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	References Title VI of the Civil Rights Act of 1964 The Age Discrimination Act of 1975 The Americans with Disabilities Act of 1990 Elliott-Larsen prohibits discrimination against religion.	

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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	Charlie L. Lovelady II M.Ed -- School Leader 281 S. Fair Ave. Benton Harbor MI 49022 269-926-2885	

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	See attachment	Parent Plan

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

Label	Assurance	Response	Comment	Attachment
9.	The School has additional information necessary to support your improvement plan.	Yes	Yes we have NWEA, Aimsweb and state assessment data. Parent and student survey data as wells.	

Label	Assurance	Response	Comment	Attachment
10.	The School Improvement Team reviews the CIMS data.	No	Currently only the Resource Teacher uses the information from CIMS. Our new plan will be to review the CIMS information with our School Improvement Team. See Attachment	

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

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	Access to the internet is monitored and filtered by programs installed on computers by the technology services provided by The Leona Group.	

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Label	Assurance	Response	Comment	Attachment
13.	The district has a process to monitor adult and student use of the internet.	Yes	Internet access is monitored by technology services provided by The Leona Group. At the building level computers used by students in the computer lab are actively monitored through the LanSchool software program.	

Label	Assurance	Response	Comment	Attachment
14.	The district has an Internet Safety Policy in place.	Yes	An Internet Safety and use policy is included in the Student/Parent Handbook.	Student Handbook

Label	Assurance	Response	Comment	Attachment
15.	The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.	No	Internet Safety Policy should be reviewed and considered for alignment with the state's Technology Planning and CIPA requirements.	

Label	Assurance	Response	Comment	Attachment
16.	The district has a process to provide public notice and hearings about the Internet Safety Policy.	Yes	The information is included in the student/parent handbook which is provided at the time of enrollment and on our school's website.	Student Handbook

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	As a single building/single district we have access to telecommunications services and hardware support.	

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.	No	Currently the technology needs are reviewed by the technology services department of The Leona Group, LLC.	

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

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	The staff will integrate technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. To ensure an effective integration of technology, interactive boards and the technology to run them, will be added to select classrooms. iPads, Chromebooks, tablets will be available.	

Label	Assurance	Response	Comment	Attachment
20.	The district adjusts its curriculum to include technology literacy for all students.	Yes	The staff will adjust the technology across the curriculum in order to deepen and enhance the learning process. To accomplish this, the technology will support active engagement, participation in groups, frequent interaction and feedback, and connection to real-world experts. This integration will be achieved by making the use of technology part of a routine as it supports curricular goals. Students use the computer lab daily and access the internet using classroom desktop computers and a laptop cart (40 laptops) to do research and use a variety of web-based practice programs.	

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	General education teachers frequently use technology to help with differentiated instruction. MCWA has incorporated a computer program to develop keyboarding skills to prepare for online standardized assessments.	

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		

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

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	Charlie L. Lovelady II M.Ed, School Leader 281 S. Fair Ave. Benton Harbor MI 49022 269-926-2885	

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

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

Title I Schoolwide Diagnostic

Introduction

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

Component 1: Comprehensive Needs Assessment

1. How was the comprehensive needs assessment process conducted?

The comprehensive needs assessment included a study of all school data along with a study of instructional processes and practices. Teams of staff members met to study enrollment trends, attendance, staff, perception and PBIS data. There are various configurations of teams: Grade level clusters (K-2, 3-5, 6-7), studies conducted by our SIP team, Professional Learning Communities Meetings and RTI/PBIS data meetings. The data that is analyzed within all of these meetings includes MEAP and Benchmark Assessments (Scantron Ed Performance, NWEA), pre/post test assessments from classroom teachers and Title I teachers, and student report card grades.

Benchmark assessments (Scantron Ed Performance and NWEA) are completed and analyzed three times a year. MEAP/MSTEP is analyzed once a year. We look at 3-year trends not only by grade level but also by groups of students as they progress from grade to grade. Subgroups are analyzed as well. This information is accessed from mischooldata.org. We analyzed the MEAP, MEAP Access, and MI-Access of students with disabilities; however, due to the fact that only one or two students in a grade may have taken a specific assessment, we would be breaching confidentiality in reporting scores. This data, in conjunction with the data created from a study of the school systems data found in the Ed Yes report.

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?

Perception:

Perception strengths: Enrollment has been consistent for the past ten years. All stakeholders support the need for MCWA in the Benton Harbor community. Perception challenges: The lack of physical space, amenities, and support staff continue to be a concern for meeting the needs of our school population.

Student Achievement, School Program and Process: The students at MCWA are still not achieving at the level that we wish to see. Data indicates that our students are maintaining or declining in all subject areas. We must reevaluate our approach to teaching and scaffolding students. Thus, we will be implementing a centers-based and projects-based learning model throughout the school. Additionally, we will be implementing The Reading-Writing Workshop Series, with emphasis on the 4-Block methodology across the curriculum program. The goal is to help students learn in a hands-on manner and assist them in continuous benchmark performances.

Demographics: MCWA has enrollment of 180 K-7th graders. One hundred percent (99%) of our student population is African- American (.2%) Caucasian-American and (.2%) are Hispanic American. One hundred percent (100%) of our students receive free lunch and students with Individualized Educational Plans (IEPs) makeup 8% of our student population.

MCWA instruction/support/administrative staff consists of a school leader, office manager, 1 full time special education teacher, 8 classroom teachers and 6 para professionals. Number of years of experience for teachers:

0-3 years - 2 4-8 years - 4

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.

Data indicates that our RTI program needs to continue to be strengthened, especially in tiers 2 and 3. Furthermore, a more unified approach to teaching and learning must be adopted by the entire school with a particular emphasis on project-based learning and writing skills.

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?

Our strategies of Response to Intervention and Differentiated Instruction will increase achievement for all students, including our identified subgroups. We will increase our monitoring of the fidelity to the curriculum, differentiated instruction and implementation of Tier 1 strategies. The instructional and data coaches, the leadership team, as well as the special education staff working together will provide the needed support to our teacher serving in the classroom to increase the achievement for all learners. Through our data teams and RtI/PBIS meetings, all data (MEAP, NWEA and Pre/Post tests) will be reviewed. Based on the RtI decision rules, students will be placed into appropriate tiers to receive interventions necessary to increase achievement. Students will receive more skills practice, smaller teacher to student ratios, flexible grouping and close progress monitoring to determine if interventions are effective or if they need to be adjusted. Tier 2 and 3 provide academic intervention in reading and math for struggling students through the use of interventionists, also certified teachers. Tier 2 provides support in small group settings for students not making adequate progress in Tier 1. Tier 3 provides individualized interventions delivered with increased intensity and duration.

Component 2: Schoolwide Reform Strategies

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

We plan to help all students reach the state's standards through project-based learning, differentiated instruction, RTI, and close connection to common core standards in curriculum mapping and pacing guides. A specific emphasis will be placed on critical thinking and higher-order thinking skills.

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).

Project-based learning is inherently differentiated (though we will continue to work to further differentiate) and requires students to develop critical thinking and higher-order thinking skills while demonstrating mastery of skills through engaging and rigorous activities. The will work to improve quality of instruction through modeling and co-teaching differentiated instruction and research-based Tier 1 strategies. The coach will also support the implementation of the Professional Development. The coach and school leader will monitor the implementation of the strategies through increased classroom observations.

Students at MCWA may be identified for school-day supplemental services if their achievement or behavior data indicates that they may not be performing on par with their peers on standards-based or skills assessments. Small group, tier two or tier three instructional practices allows for guided, leveled practice or reteaching of skills. Students in interventions are monitored after six weeks to see if they have responded positively to the intervention.

After school tutoring is very targeted skills-based instruction. Every year our school engages in a structure after school tutoring program. This year, we conducted a 16-week afterschool program. Our certified teachers will also engage in our summer school program. Also we have in place our summer school program to address the academic needs of students while students are on summer break. .

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

MCWA has a need for a systematic intervention program that is driven by data and closely monitored because so many kids are below grade level in all content areas. In the upcoming school year, we will more closely follow a research-based RTI model. The findings of our comprehensive needs assessment revealed that our Tier 1 instruction for math, social studies and science is not as solid as it should be. Implementing differentiated instruction with fidelity, applying the processes teachers have learned through our leadership teams (for math and reading) to the content areas of science and social studies, combined with true Tier 1 instruction will address the causes of our achievement gaps. In order to serve our population of students that are not successful in response to Tier 1 instruction, layered supports will be delivered through interventions in Tier 2 and Tier 3. Characterized by small groups and guided instruction and practice of skills, Rtl will allow instructional staff supplemental opportunities to provide support for students most at risk of not meeting grade level benchmarks. Subgroups of the bottom 50%, will benefit from improved differentiated instruction as well as supplemental support in Tiers 2 & 3. The communication and implementation of the Special Education Action Plan will further serve these students through increased collaboration and co-teaching in the Tier 1 classroom.

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.

MCWA has a school-wide Response to Intervention (RtI) program. The RtI program consists of 3 tiers. Tier 1 includes differentiated instruction in the classroom, which all students receive from their classroom teachers. Tier 2 and 3 provide academic intervention in reading and math for struggling students through the use of interventionists, also certified teachers. Tier 2 provides support in small group settings for students not making adequate progress in Tier 1. Tier 2 students receive services 2-3 times/week for 30 minutes. Tier 3 provides individualized interventions delivered with increased intensity and duration, 3-5 times/week for 20-30 minutes.

Benchmark testing and screeners, such as Scantron, NWEA, are given 3 times a year (fall, winter, spring) and are used to identify students who are struggling in the areas of reading and math. Decision Rules (cut-off scores) are in place for each grade to determine where a student falls in the tiered intervention system. Students who are approximately 6 months below grade level fall in Tier 2, students who are a year or more behind grade level fall in Tier 3, and students with Individualized Education Plans (IEPs) fall in Tier 4.

Differentiated Instruction is our primary means for interventions at the Tier 1 level and is an expectation for all subjects and in all tiers of instruction. During reading instruction, teachers implement guided reading as a means for students to practice grade level skills and strategies, as well those that are deficient that are out of grade level, using instructional level texts. Students receive immediate feedback within the guided reading groups. During math instruction, teachers implement guided math groups to increase proficiency of foundational skills that support learning at grade level. In addition, teachers in all content areas include modifications and accommodations in their lesson plans. Tier 1 teachers are expected to reteach or deliver additional supports for their class until 80% mastery is achieved. They accomplish this through the use of technology, leveled materials, skills practice, small group work, guided practice and project-based learning centers. All major subgroups are served within the general education classroom using the inclusion model. All students including those in the special education program are eligible to receive Title I and 31A supplemental services. Instructional staff receives support and collaboration from the instructional coach, data coach and the special education coordination/teacher.

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

Our Interventionist uses a variety of progress monitoring tools to determine student progress. For example, (letter recognition, letter identification, sound identification, and concepts of print assessments), Reading fluency assessment passages, benchmark passages, comprehension quick checks), common assessments, timed fluency tests (math facts), and pre- and post--tests. A weekly RTI meeting is held to discuss the progress of all students. The MCWA paraprofessionals, classroom teachers, special education teachers, and social workers will be present to discuss the progress of each student and determine if the student should continue in his/her current tier or move to a different tier based on their academic performance.

Component 3: Instruction by Highly Qualified Staff

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	They are all highly qualified employees.	

Label	Assurance	Response	Comment	Attachment
	<p>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.</p>	Yes	The teachers at mildred C. Wells Academy are all Highly qualified with certifications to back the claim up.	

Component 4: Strategies to Attract Highly Qualified Teachers

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

The school's turnover rate for the 2015-16 school year approximately 90%.

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

K - 2 years

1 - 3 years

2 - 1 years

3 - 8 years

4 - 1 years

5 - 5 years

6/7 - 5 years

Special Education - 2 years

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

The Leona Group offers an initial competitive salary, 401K, Health, dental and vision insurance, life insurance, disability insurance, personal time off, and Prepaid Legal, Identity Theft Coverage. Staff can receive bonuses for student achievement and professional leadership. Group and individualized professional development is provided for all staff.

Because of very high staff turnover, MCWA is providing substantial retention and recruitment incentives to employees. This investment in personnel should mitigate the problems that have been experienced with turnover, creating a more stable teaching force for students.

In addition, MCWA is growing in resource materials and technology. Every classroom has a Promethean smartboards and an instructor's computer as well as two desktop computers. There are 12 iPads, 40 laptop computers and a functioning computer lab.

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

The Leona Group offers an initial competitive salary, 401K, Health, dental and vision insurance, life insurance, disability insurance, personal time off, and Prepaid Legal, Identity Theft Coverage. Staff can receive bonuses for student achievement and professional leadership. Group and individualized professional development is provided for all staff.

Because of very high staff turnover, MCWA is providing substantial retention and recruitment incentives to employees. This investment in personnel should mitigate the problems that have been experienced with turnover, creating a more stable teaching force for students.

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?

In the past we have had very high staff turnover rates. In order to avoid high staff turnover, MCWA has been developing a teacher support system. The New Teacher Academy sponsored by our management company provides additional support to teachers new to the profession. The school provides bonus compensation in an effort to retain staff.

Additionally, MCWA is providing substantial retention and recruitment incentives to employees. This investment in personnel should mitigate the problems that have been experienced with turnover, creating a more stable teaching force for students.

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.

All professional development is planned to address the needs in the SIP. In the 2015/16 school year we have held professional development sessions on reading instruction, creative differentiation, and project-based learning. We are in the process of planning professional development opportunities for further project-based learning, centers-based learning, and writing across the curriculum.

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

The Berrien RESA provides monthly multi-tiered support systems. These coaching systems of support are on going and will sustain school-wide reform strategies of RTI/PBIS and Differentiated Instruction. Outcomes of observations will be discussed during leadership team meetings and appropriate support for MCWA teachers.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes	It is completed.	

Component 6: Strategies to Increase Parental Involvement

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

All Leadership team meetings are open to parent participation and the components of the plan are presented to the parents at PTO meetings. The MCWA Parent Liaison will engage the parents in monthly discussions.

School Improvement Team through the completion of the comprehensive needs assessment, will create a first draft of the school wide plan and present the plan to the MCWA Parent/Teacher/Student Organization (MCWA-PTO). Feedback will be used by the Leadership Team to revise the plan as needed.

Parents are welcomed to come in the school and give suggestions and thoughts to improve the school. PTO meetings take place every month so that new ideas can be brought to the table to improve student, parent and teachers relations.

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

Parents will be informed of opportunities to volunteer on the school improvement team at the MCWA Parent Orientation meeting. Parents who enroll will be notified of dates and times for the SIP meetings.

Parents are welcomed to be apart of the everyday running of the academy. Their thoughts and suggestions are welcomed at all time so that the program continues to grow with all stakeholders having a equal interest in the process.

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

The parents on the SIP team will have input in the evaluation of the schoolwide plan.

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		

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

MCWA will have scheduled parent nights focused on educating parents through hands-on activities designed to increase parent awareness with a focus on the importance of reading at home. We also have an open house/meet the teacher night in the fall, 2 Scholastic book fairs, curriculum nights, holiday programs, black history program, as well as parent teacher conferences twice per year.

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

The parental involvement component includes Literacy Night, Book Fair, Math Night, and monthly parent meetings. Surveys will be distributed at all events to inform the school leader about parent satisfaction. Sign-in sheets and agendas will be utilized to track involvement. The results of the evaluations are used to determine any improvements needed throughout the school. These needs are then included in the school wide plan for the upcoming school year.

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

We will look at events with the most parental participation, analyze what worked and plan similar events. We will also explore suggestions from parents on ways to increase parental involvement.

From the previous parents evaluations, parents are welcomed to participate in the classroom and all activities that the school have. There are parents that are assigned to each classroom, parents are allowed to interact with students and staff in a classroom setting. At the end of the year the parents are providing the students with a year-end picnic.

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

A team of teachers and administrators, with the guidance of a schoolwide Title I MDE program consultant, created the document which was reviewed by parents. Staff used comments from parents and other stakeholders to revise/update the compact.

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

Parents, teachers and students review the compact and sign it during parent/teacher conferences. If parents or student have any questions, all stakeholders sit down and workout the answer to the question.

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

Parents, teachers and students review the compact and sign it during the parent/teacher conferences (sixth and seventh grade).

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

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

Teachers will verbally share assessment results (State assessments, Delibes, NWEA, etc.), as well as student performance summaries at Parent/Teacher conferences. At any time parents can request a meeting with the administration and teachers to meet and go over any issues or concerns.

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?

Mildred C. Wells Academy's has connecting with preschool age children by having a kindergarten round up every spring, and bi-annual visits from neighborhood preschools and daycare programs. During these visits parents are also invited to spend a day with the kindergarten teacher and current students. August 2016, we offer a week long Kindergarten Institute to help transition pre-schoolers into Kindergarten. During this Kindergarten Institute, staff are able to screen and determine the skill level of students entering kindergarten. Students participate in math and literacy centers, read-alouds, fine motor activities as well as becoming acclimated to the school setting and routines.

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?

When preschool children visit MCWA, information about kindergarten readiness skills are shared with parents and teachers.

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 MCWA there are many ways for teachers to give their input into decisions regarding the use of school-based assessments. All instructional staff attend weekly staff meetings where input is encouraged, we have monthly curriculum meetings, bi-monthly PLC meetings, cluster meetings (K-2, 3-5, 6-8), monthly Data Team meetings, RTI/PBIS quarterly meetings, and Leadership Team (SIT) meetings.

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

Analyze student achievement data including Aimsweb, M-Step, NWEA and teacher created assessments.

Participating in instructional dialogues throughout the year to discuss student achievement results (local and standardized) and make decisions to determine how to differentiate instruction and select target groups for intensive instruction.

Will continue training in data analysis and will be able to look at student data to make decisions for achievement.

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.

MCWA has a process in place to identify students experiencing difficulty in mastering the state's academic achievement standards at an advanced to proficient level. Benchmark testing and screeners, such as (2-8) Aimsweb, DIBELs (K-1) and NWEA are given 3 times a year (fall, winter, spring) and are used to identify students who are struggling in the areas of reading and math. After each testing cycle is complete, the RTI/PBIS team (classroom teachers, interventionists, special education teachers, and social workers) holds a Data meeting. During this meeting, each student is placed in the appropriate tier of instruction based on their assessment scores and classroom performance. Plans are in place for each grade to determine where a student falls in the tiered intervention system. Students who are approximately 6 months below grade level fall in Tier 2, students who are a year or more behind grade level fall in Tier 3, and students with Individualized Education Plans (IEPs) fall in Tier 4.

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?

Timely, effective, and additional assistance is provided to assist students experiencing difficulty in mastering the state's academic achievement standards at an advanced or proficient level. Differentiated instruction is a part of the assistance that is provided by teachers, as well as Title I staff who lead academic interventions for all grades for students demonstrating the need for immediate interventions. Strategies used include, but are not limited to the following assessment will be given three times per year to determine levels of difficulty in the areas of reading and math. The first time this assessment will be given is at the beginning of the school year before instruction starts, so that teachers will be able to make informed instructional decisions in a timely manner. The assessment will be given again in the middle of the school year, and again at the end of the school year in an effort to make timely and effective decisions. Highly qualified teachers conduct the after-school tutoring program targeting the areas of reading and math. Teachers will differentiate their lesson plans, based on assessment findings.

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

The curriculum attends to the needs of all students. Classroom teachers use differentiated instruction within the core program for all students and student support is based on data-driven assessments which are frequently monitored (such as skill-based pre- and post-tests). Teachers use research-based "best practices" to develop their differentiated instruction. These often include Guided Reading, Guided Math, progress monitoring and learning objectives. The Rtl team has also provided teachers with a list of classroom best practices and recommended Tier 1 interventions for all content areas.

Differentiated Instruction is our primary means for interventions at the Tier 1 level and is an expectation of teachers for all subjects and in all tiers of instruction. Individual needs are met through differentiation in content, process and/or product in order to meet the needs of each learner. During reading instruction, teachers implement guided reading as a means for students to practice grade level skills and strategies,

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as well those that are deficient that are out of grade level, using instructional level texts. Students receive immediate feedback within the guided reading groups. During math instruction, teachers implement guided math groups to increase proficiency of foundational skills that support learning at grade level. In addition, teachers in all content areas include modifications and accommodations in their lesson plans. Tier 1 teachers are expected to reteach or deliver additional supports for their class until 80% mastery is achieved. They accomplish this through the use of technology, leveled materials, skills practice, small group work, guided practice and centers. All major subgroups are served within the Gen-ed classroom using the inclusion strategies. All students including those in the special ed program are eligible to receive Title I and 31A supplemental services. Instructional staff receives support and collaboration from the instructional coach and special education lead teacher.

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.

State, federal and local resources are used to assess students' current levels of achievement and proficiency as well as provide needed resources to our most at risk students. Interventions are then planned and implemented and assessments follow those interventions.

Federal Resources, Programs & Grants: Title I, IIA

State Resources, Programs & Grants: 31a, General Per Pupil Funding Local Resources, Programs & Grants: Teacher Incentive Fund (TIF)

Response to Intervention (RTI) and Differentiated Instruction are among the major reform strategies for our building. The use of our funds can be easily seen throughout our RTI program (31A Teacher, para-professionals, instructional coach, and materials as well as online subscriptions). The general funds, monies from 31A, Title I, and Title IIA support the core of Tier 1. Tier 2 and 3 are supported through general funds, monies from 31a, Title I, and Title IIA. These funds support the instructional coach and the materials needed to support students within the tiered RTI system at MCWA. Parental Involvement is funded through Title I and includes Literacy Night, Book Fairs, Math Night, and Open Houses.

Professional Development utilizes Title IIA funds and is utilized throughout the year to support furthering the education of our teaching staff through on-site and off-site professional development.

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.

We plan on using Title IA to implement a summer enrichment program, after school tutoring, academic interventionists, as well as supplies to support reading and math interventions and enrichment. Purchases that were made with title one funds were Leveled readers, chapter books to support Differentiated Instruction. Leveled reading books and high-interest/low level readers for reading interventions,

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.

We employ highly qualified teachers and paraprofessionals to host summer school enrichment programs, after school tutoring, contract with a school social worker (SSW), offer gym and swim opportunities through the local YMCA, and will be implementing more data driven interventions in both math and reading.

Evaluation:

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

The school leader and the instructional coach will participate in monthly training's that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These training's will sharpen leadership skills that support proper implementation of strategies for school improvements. these practices will center around: establishing high expectation for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and mange people, data, and processes.

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.

We meet as a small School Improvement Team to evaluate and review the prior years' SIP and then adjust it accordingly after analyzing the various sources of data.

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.

Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.

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?

he school improvement coach will provide assistance to the academy's School Improvement Team in planning, implementing, monitoring and evaluating school improvement strategies in order to ensure fidelity and effectiveness, including the coordination and implementation of federal, state, and local resources and programs. The coach will promote a knowledge base of effective strategies, assist in on-site professional learning, and participate in on-going and extensive professional development.

Mildred C. Wells 2016-2017 School Improvement Plan

Overview

Plan Name

Mildred C. Wells 2016-2017 School Improvement Plan

Plan Description

Goals 2016-17

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 at Mildred C. Wells Academy will increase proficiency at grade level math.	Objectives: 1 Strategies: 6 Activities: 18	Academic	\$224000
2	All students at Mildred C. Wells Academy will increase proficiency at grade level Science.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$159500
3	All students at Mildred C. Wells Academy will increase proficiency at grade level Social Studies.	Objectives: 1 Strategies: 4 Activities: 7	Academic	\$158000
4	All students at Mildred C. Wells Academy will increase proficiency at grade level writing.	Objectives: 1 Strategies: 4 Activities: 9	Academic	\$119000
5	All students at Mildred C. Wells Academy will increase proficiency in Reading.	Objectives: 1 Strategies: 5 Activities: 25	Academic	\$386600
6	All students at Mildred C Wells Academy will become proficient in Math	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000

Goal 1: All students at Mildred C. Wells Academy will increase proficiency at grade level math.

Measurable Objective 1:

20% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in grade level in Mathematics by 06/16/2017 as measured by MSTEP and common district assessments .

Strategy 1:

Data-Based Decision Making - The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.

Category: Science

Research Cited: NAEFP, Leading Schools in a Data Rich World: Harnessing Data fro School Improvement Research Roundup Volume 24, Number 3, Spring 2008

Data Dialogue! Decisions! The Data Difference: Brian Pete and Catherine Duncan

Tier: Tier 1

Activity - Professional Learning: to support classroom and school-wide data analysis and data dialogs	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Mary DelMariani the district SIF from Berrien RESA will provide ongoing professional learning before and during the school year demonstrating and discuss effective data analysis and proper data dialog procedures. Staff will benefit from this training on how to effectively determine data trends and using those trends to make mid-course corrections.	Professional Learning	Tier 1		08/22/2016	06/16/2017	\$500	Title I Part A	School Leader, Instructional Coach, All Teaching Staff

Activity - Professional Learning: for teaching staff on using data from ILC's to drive instructional decisions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/16/2017	\$4500	Title II Part A	Instructional Coach, School Leader

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Strategy 2:

Parental Involvement - Staff will provide parents with information about the math program at MCWA including expectations for student participation and proficiency. In addition, staff will provide trainings and resources that highlight strategies to increase math mastery and basic math skills to parents which will have the effect of increasing the level of support they can give at home to students working to meet math goals.

Category: School Culture

Research Cited: National Education Association

Tier:

Activity - Parent Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I meeting, Parent/Teacher conferences and curriculum nights.	Parent Involvement			07/04/2016	06/22/2017	\$3000	Title I Part A	School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Academic Support Staff

Strategy 3:

Response to Intervention - Classroom teachers, 31A and Title I teachers and paraprofessional support staff will provide interventions on a daily basis. Interventions will be planned as a result of data analysis from various assessments. Students will be assessed every 6-8 weeks to ensure that interventions are effective. Multiple strategies and materials will be utilized to promote mastery.

Category: Learning Support Systems

Research Cited: RTI Network

Tier:

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during math instruction due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during math instruction to receive the support and instruction necessary to meet math goals and increase proficiency.	Behavioral Support Program			07/04/2016	06/23/2017	\$40000	Section 31a	School Leader, Behavior Interventionist, School Social Worker
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	Title I Part A	School Leader, Instructional Coach

Activity - Common Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Teachers, Academic Support Staff
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Activity - Extended Learning Time for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in math. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	General Fund	School Leader, Instructional Coach, Title I Teacher, Instructional Staff

Activity - Targeted Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide research and evidenced-based interventions as a result of data analysis in an engaging summer school environment. We will base participation on year-end Scantron scores, as well as MEAP scores.	Academic Support Program			07/04/2016	06/23/2017	\$8000	Title I Part A	School Leader, Instructional Coach, Instructional Staff

Activity - RTI Student Data Meetings	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Based on a referral process (usually by the classroom teacher), we hold RTI meetings for students who struggle academically or behaviorally.	Other			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Classroom Teachers, Special Education Teacher, School Social Worker/Behavior Interventionist, Instructional Coach, Title I Teacher
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Activity - Professional development on using data for decision-making	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Training for staff and school leadership on understanding data in all content areas and using results for instructional decisions and school programming decisions to support implementation of the school's reform plan.	Professional Learning	Tier 1	Implement	07/04/2016	06/23/2017	\$5000	Title I Part A	All staff

Activity - School improvement coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	07/04/2016	06/22/2017	\$5000	Title II Part A	School improvement team

Strategy 4:

Differentiated Instruction - Teachers will differentiate instruction in order to meet the needs of multiple types of learners with varying skill levels.

Category:

Research Cited: What Works web site

Tier:

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Activity - Classroom Observation PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will be given opportunities to observe a variety of teaching methods and classroom management techniques by teachers in house/ or outside MCWA.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Classroom Teachers
Activity - Benchmark Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benchmark test their students three times per year using the Scantron assessment. We will also progress monitor using a web-based math assessment tool.	Academic Support Program			07/04/2016	07/21/2017	\$5000	Title I Part A	School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff
Activity - Ongoing Professional Development for School Leader and Instructional Coach by TLG	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach and School Leader will receive monthly professional development in content curriculum and best practices in instruction and school improvement to strengthen his or her effectiveness in the delivery of support and leadership to teaching staff. The Leader and Instructional Coach will share this information with staff at faculty meetings, through the mentoring process, and in response to observations and walkthroughs.	Professional Learning			07/04/2016	07/21/2017	\$5000	Title II Part A	School Leader and Instructional Coach
Activity - Online skills practice and assessment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will utilize online subscriptions and apps for leveled skills practice and assessment for student.	Technology	Tier 1	Implement	07/04/2016	07/21/2017	\$1000	Title I Part A	school leader

Strategy 5:

Creating a positive school climate for student learning - Student learning will best occur in a climate in which they feel safe, secure, respected and valued. Through the use of schoolwide positive behavior support and ongoing staff development, we will create a learning atmosphere for students.

Category: School Culture

Research Cited: National School Climate Center, PBIS.org

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Tier: Tier 1

Activity - Professional development on creating a positive school climate	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in training on creating a positive school climate. In August, staff and parents will attend training at Berrien RESA with presenter Anthony Muhammad, "Transforming School Culture." Having parents in attendance will help to build a strong connection between parents and school personnel.	Professional Learning	Tier 1	Implement	07/04/2016	07/21/2017	\$2000	Title I Part A	All staff and administrators
Activity - Social worker	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school social worker will work with students who have displayed negative behaviors and who are disrupting to classroom instruction. Preventative measures will be put in place to help students and curb discipline issues. This will be helpful for individual students as they learn coping mechanisms and will contribute to overall to a positive school climate.	Behavioral Support Program	Tier 1	Getting Ready	07/04/2016	07/21/2017	\$30000	Section 31a	Teachers, social worker, school leader

Strategy 6:

Reaching All Students - Strategy 7: Reaching All Students - To decrease the achievement gap and improve educational outcome for students that are homeless or in foster care the school will provide transportation, breakfast/lunch, social work services, and if needed based on benchmark and academic grades, Response to Intervention and after school tutoring.

Category: Learning Support Systems

Research Cited: Research Cited: McKinney-Vento

Tier: Tier 1

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

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. Recruitment and Retention, Communication, Academic Support Program Tier 1 Getting Ready	Community Engagement, Recruitment and Retention	Tier 1	Implement	09/05/2016	06/30/2017	\$0	Title I Schoolwide	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
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Goal 2: All students at Mildred C. Wells Academy will increase proficiency at grade level Science.

Measurable Objective 1:

25% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at grade level in Science by 03/31/2014 as measured by the MEAP test..

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction in order to meet the needs of multiple types of learners with varying skill levels.

Category: Learning Support Systems

Research Cited: What Works Web Site

Tier:

Activity - Hands on Learning	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide hands-on activities and/or experiments to further students' understanding and mastery of grade level content objectives.	Academic Support Program			07/04/2016	06/23/2017	\$1500	Title I Part A	School Leader, Instructional Coach, General Education Teachers

Strategy 2:

Cross Curricular Support - Teachers and academic support staff will use materials from all content areas including informational text in supporting reading instruction, the Common Core State Standards, and to help our students work toward proficiency at grade level.

Category:

Research Cited: crosscurricular.com

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Tier:

Activity - Higher Order Thinking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.).	Academic Support Program			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Staff, Classroom Teachers

Strategy 3:

Response to Intervention - Classroom teachers, 31A and Title I teachers and paraprofessional support staff will provide interventions on a daily basis. Interventions will be planned as a result of data analysis from various assessments. Students will be assessed every 6-8 weeks to ensure that interventions are effective. Multiple strategies and materials will be used to promote mastery.

Category: School Culture

Research Cited: RTI Network

Tier:

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during science instruction due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during science instruction to receive the support and instruction necessary to meet reading goals and increase proficiency.	Behavioral Support Program			07/04/2016	06/23/2017	\$40000	Section 31a	School Leader, Behavior Interventionist, School Social Worker

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

<p>Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.</p>	<p>Academic Support Program</p>			<p>07/04/2016</p>	<p>06/23/2017</p>	<p>\$55000</p>	<p>Title I Part A</p>	<p>School Leader, Instructional Coach</p>
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Activity - Common Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.</p>	<p>Professional Learning</p>			<p>07/22/2016</p>	<p>06/23/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>School Leader, Instructional Coach, Teachers, Academic Support Staff</p>

Activity - Extended Learning Time for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.</p>	<p>Academic Support Program</p>			<p>07/04/2016</p>	<p>06/23/2017</p>	<p>\$60000</p>	<p>General Fund</p>	<p>School Leader, Instructional Coach, Title I Teacher, Instructional Staff</p>

Strategy 4:
 Parental Involvement - Staff will provide parents with information about the science curriculum at MCWA including expectations for student participation and proficiency.

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

We will provide content-specific resources for parents to be able to better help their children at home.

Category: School Culture

Research Cited: National Education Association

Tier:

Activity - Parent Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I Meeting, Parent/Teacher Conferences, Curriculum Nights	Parent Involvement			07/04/2016	06/23/2017	\$3000	Title I Part A	School Leader, Instructional Coach, Teachers, Academic Support Staff

Goal 3: All students at Mildred C. Wells Academy will increase proficiency at grade level Social Studies.

Measurable Objective 1:

25% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency at grade level in Social Studies by 03/31/2014 as measured by the MEAP test..

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction in order to meet the needs of multiple types of learners with varying skill levels.

Category:

Research Cited: What Works website

Tier:

Activity - Higher Order Thinking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.).	Academic Support Program			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff
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Activity - Extended Learning Time for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	General Fund	Instructional Coach, Title I Teacher, School Leader, Instructional Staff, Academic Support Staff

Strategy 2:

Response to Intervention - Classroom teachers, 31A and Title I teachers and paraprofessional support staff will provide interventions on a daily basis. Interventions will be planned as a result of data analysis from various assessments. Students will be assessed every 6-8 weeks to ensure that interventions are effective. Multiple strategies and materials will be used to promote mastery.

Category:

Research Cited: RTI Network

Tier:

Activity - Behavior Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during Social Studies instruction due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during the reading block to receive the support and instruction necessary to meet Social Studies goals and increase proficiency.	Behavioral Support Program			07/04/2016	06/23/2017	\$40000	Section 31a	School Leader, Behavior Interventionist, School Social Worker
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	Title I Part A	School Leader and Instructional Coach

Activity - Common Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Teachers, Academic Support Staff
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Strategy 3:

Parental Involvement - Staff will provide parents with information about the Social Studies curriculum at MCWA including expectations for student participation and proficiency. We will provide content-specific resources for parents to be able to better help their children at home.

Category:

Research Cited: National Education Association

Tier:

Activity - Parent Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I Meeting, Parent/Teacher Conferences, Curriculum Nights, Black History Program	Parent Involvement			07/04/2016	06/23/2017	\$3000	Title I Part A	School Leader, Instructional Coach, Teachers, Academic Support Staff

Strategy 4:

Cross Curricular Support - Teachers and academic support staff will use materials from all content areas including informational text in supporting reading instruction, the Common Core State Standards, and to help our students work toward proficiency at grade level.

Category:

Research Cited: crosscurricular.com

Tier:

Activity - Higher Order Thinking Skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.).	Academic Support Program			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Teachers, Academic Support Staff
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Goal 4: All students at Mildred C. Wells Academy will increase proficiency at grade level writing.

Measurable Objective 1:

18% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency in writing in English Language Arts by 06/01/2015 as measured by the MEAP test..

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction in order to meet the needs of multiple types of learners with varying skill levels.

Category:

Research Cited: What Works web site

Tier:

Activity - Writing Across the Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be trained in how to implement writing into all subject areas.	Professional Learning			07/04/2016	06/23/2017	\$500	General Fund	School Leader, Instructional Coach, Title I Teacher

Activity - Ongoing Writing Across the Curriculum PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Teachers will meet periodically to review the implementation of the writing program and share students' progress related to writing across the curriculum. We will collaborate on how the process is working, share ideas and resources, and discuss strategies to improve students' proficiency in writing.	Professional Learning			07/04/2016	06/23/2017	\$500	General Fund	School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Special Education Teacher
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Activity - Benchmark Writing Samples	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student writing samples will be collected four times per year and scored against a rubric to monitor progress and implementation of the Writer's Workshop program. This will provide insight for possible topics and strategies for future professional development opportunities.	Other			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Title I teacher, Classroom Teachers, Special Education Teacher

Activity - Classroom Observation PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will be given opportunities to observe a variety of teaching methods in classroom management techniques by teachers in house/outside of MCWA.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Classroom Teachers

Strategy 2:

Response to Intervention - Classroom teachers, 31A and Title I teachers and paraprofessional support staff will provide interventions on a daily basis. Interventions will be planned as a result of data analysis from various assessments. Students will be assessed every 6-8 weeks to ensure that interventions are effective. Multiple strategies and materials will be used to promote mastery.

Category:

Research Cited: RTI Network

Tier:

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Mildred C. Wells Preparatory Academy

Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	Title I Part A	School Leader and Instructional Coach
Activity - Common Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Teachers, Academic Support Staff
Activity - Extended Learning Time for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	General Fund	School Leader, Instructional Coach, Title I Teacher, Instructional Staff

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Mildred C. Wells Preparatory Academy

Strategy 3:

Parental Involvement - Staff will provide parents with information about the writing program at MCWA including expectations for student participation and proficiency. We will provide content-specific resources for parents to be able to better help their children at home.

Category:

Research Cited: National Education Association

Tier:

Activity - Parent Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I meeting, Parent/Teacher conferences, curriculum nights, etc.	Parent Involvement			07/04/2016	06/23/2017	\$3000	Title I Part A	School Leader, Instructional Coach, Teachers, Academic Support Staff

Strategy 4:

Cross Curricular Support - Teachers and academic support staff will require students to write in all content areas, supporting the Common Core State Standards, and to help our students work toward proficiency at grade level.

Category:

Research Cited: crosscurricular.com

Tier:

Activity - Required Writing Across the Curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will implement structured writing instruction as part of the ELA block while implementing writing into instruction and assessment in all subject areas.	Academic Support Program			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Classroom Teachers

Goal 5: All students at Mildred C. Wells Academy will increase proficiency in Reading.

Measurable Objective 1:

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Mildred C. Wells Preparatory Academy

70% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency for reading at grade level in English Language Arts by 05/30/2016 as measured by the MSTEP test..

Strategy 1:

Parental Involvement - Staff will provide parents with information about the reading program at MCWA including expectations for student participation and proficiency. In addition, staff will provide trainings and provide resources that highlight strategies to increase reading comprehension and/or decoding skills to parents which will have the effect of increasing the level of support they can give at home to students working to meet reading goals.

Category: School Culture

Research Cited: National Education Association

Tier:

Activity - Parent Events	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
MCWA will host several events including (but not limited to): Back to School Night, Meet & Greet, Annual Title I Meeting, Parent/Teacher Conferences, Curriculum Nights, Read-Ins, to promote partnership between the school and home in support of achievement.	Parent Involvement			07/04/2016	06/23/2017	\$100	General Fund	School Leader, Instructional Coach, Teachers, Academic Support Staff

Activity - Professional development on communicating with parents	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will participate in staff development on ways to partner with and communicate with parents and understanding the needs of families and students in high poverty areas	Parent Involvement	Tier 1	Getting Ready	07/04/2016	06/23/2017	\$500	Title I Part A	All staff

Strategy 2:

Cross Curricular Support - Teachers and academic support staff will implement the Reading Street program to all content areas (including informational text) in supporting reading instruction, the Common Core State Standards, and to help our students work toward proficiency at grade level.

Category: Learning Support Systems

Research Cited: The Reading Street Common Core program will help teachers to prioritize instruction to support higher levels of reading and writing.

personschool.com

Tier: Tier 1

Activity - 90 Minute Reading Block	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The staff will implement structured reading instruction for a minimum of 90 minutes daily. Teachers will design and implement effective, focused instruction to meet the needs of students in meeting their reading goals.	Direct Instruction			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Classroom Teachers
Activity - Professional Development on how to Teach Reading and Writing across the curriculum	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on how to support students' reading and writing goals through cross-curricular planning, and within the context of all content areas.	Professional Learning			07/04/2016	06/23/2017	\$500	General Fund	school leader, instructional coach
Activity - Professional development on curriculum alignment	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in training on aligning curriculum, instruction and assessment.	Professional Learning	Tier 1	Getting Ready	07/04/2016	06/23/2017	\$500	Title I Part A	Teachers, Instructional Coach, School leader
Activity - Professional development on explicit instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training on explicit instruction in order to organize and facilitate instruction to focus on critical content for maximizing student achievement.	Professional Learning	Tier 1	Getting Ready	07/04/2016	06/23/2017	\$500	Title II Part A	Teachers, Instructional Coach, School Leader

Strategy 3:

Response to Intervention (RTI) - Classroom teachers, 31A and Title I teachers and paraprofessional support staff will provide interventions on a daily basis. Interventions will be planned as a result of data analysis from various assessments. Students will be assessed every 6-8 weeks to ensure that interventions are effective. Multiple strategies and materials will be used to promote mastery.

Category:

Research Cited: RTI Network

Tier:

Activity - Behavioral Interventionist	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Mildred C. Wells Preparatory Academy

Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during the reading block due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during the reading block to receive the support and instruction necessary to meet reading goals and increase proficiency.	Behavioral Support Program			09/03/2013	06/30/2016	\$40000	Section 31a	School Leader and Behavior Interventionist
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Activity - Instructional Coach	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	07/21/2017	\$55000	Title I Part A	School Leader and Instructional Coach

Activity - Common Planning Time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Teachers, Academic Support Staff
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Activity - Extended Learning Time for Intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness. The length of the school day and an after school/tutoring program will be installed to ensure academic achievement.	Academic Support Program			07/04/2016	06/23/2017	\$60000	General Fund	School Leader, Instructional Coach, Title I Teacher, Instructional Staff

Activity - Target After School Tutoring & Summer School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will provide research and evidence-based interventions as a result of data analysis in addition to the traditional school day.	Academic Support Program			07/04/2016	06/23/2017	\$12000	Title I Part A	School Leader, Instructional Coach, Summer School Teachers, After School Tutors, Transportation Staff

Activity - Rtl and PBIS Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on how to effectively implement and monitor the Rtl and PBIS framework and effective intervention strategies in reading and math.	Professional Learning			07/04/2016	06/23/2017	\$1000	Title I Part A, General Fund	School leader, instructional coach, title I teacher, instructional staff

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Activity - Using High-Yield Instructional Strategies Professional Development	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on how to effectively use high-yield instructional strategies to positively impact student achievement.	Professional Learning			07/04/2016	06/23/2017	\$500	General Fund	school leader, instructional coach
Activity - Annual Evaluation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The school leader and instructional staff, along with parents, will participate in the annual evaluation of the school's Title I schoolwide plan and SIP, using the MDE program evaluation tool. Outcomes of the evaluation will be used to inform revisions to the plan to support increased student achievement.	Other	Tier 1	Evaluate	07/04/2016	06/23/2017	\$0	General Fund	school leader, instructional coach and staff
Activity - Stipends for additional planning time	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional staff will receive stipends for additional time outside of the school day and school year spent on planning for implementation of the school's reform/redesign plan.	Teacher Collaboration	Tier 1	Implement	07/04/2016	06/23/2017	\$6000	Title I Part A	school leader, instructional staff
Activity - Small group intervention with Title I Teachers and Paraprofessionals	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Supplemental teachers and paraprofessionals do push in and pull out intervention to scaffold instruction in all core content areas. Intervention staff work with students in small groups or individually to build foundational reading and math skills.	Academic Support Program	Tier 2	Implement	07/04/2016	07/21/2017	\$105000	Section 31a, Title I Part A	Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach
Activity - Leveled readers for DI and tiered intervention	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students use leveled readers during centers time in the classroom and also in small group intervention with supplemental teachers and paraprofessionals.	Academic Support Program	Tier 1	Implement	07/04/2016	06/23/2017	\$2500	Title I Part A	Instructional Staff

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Strategy 4:

Differentiated Instruction (DI) - Teachers will differentiate instruction in order to meet the needs of multiple types of learners with varying skill levels.

Category:

Research Cited: What Works web site

Tier:

Activity - Classroom Observation PD	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers will be given opportunities to observe a variety of teaching methods and classroom management techniques by teachers in house or outside MCWA.	Professional Learning			07/04/2016	06/23/2017	\$0	No Funding Required	School Leader, Instructional Coach, Classroom Teachers
Activity - Benchmark Testing	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will benchmark test students three times per year using Scantron, DIBELS, and STAR (Renaissance Learning).	Academic Support Program			07/04/2016	06/23/2017	\$5000	Title I Part A	School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff
Activity - Professional Development on using data to guide instructional decisions	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on how to use data to support an effective instructional response. During 2015-16, AIMSweb will be the new benchmark assessment used to gauge student performance. Teachers will receive training on how to use this assessment tool.	Professional Learning			07/04/2016	06/23/2017	\$500	Title I Part A, No Funding Required	school leader, instructional coach, teachers
Activity - Professional development on teaching critical thinking skills	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive training on how to teach critical thinking skills in the context of the Common Core curriculum.	Professional Learning			07/04/2016	06/23/2017	\$500	General Fund	school leader, instructional coach

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Activity - Professional Development on Differentiating Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will receive professional development on how to differentiate instruction for students based on learning levels and preferred modalities.	Professional Learning	Tier 1	Implement	07/04/2016	06/23/2017	\$500	General Fund	school leader
Activity - Use of Tablets for Leveled Skills Practice	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tablets and applications will be purchased and used in classrooms during small group instruction to provide students with opportunities for online, leveled skills practice.	Materials	Tier 1	Implement	07/04/2016	06/23/2017	\$0	No Funding Required	school leader
Activity - Online skills practice and progress monitoring	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use online subscriptions for Raz Kids and Reading A-Z to provide students with leveled instructional materials and online leveled skills practice.	Technology	Tier 1	Implement	07/04/2016	06/23/2017	\$1000	Title I Part A	school leader

Strategy 5:

Teacher recruitment and retention incentives - A report published by the National Center on Performance Incentives (NCPI) presented findings from a multi-year evaluation of the Texas Educator Excellence Grant (TEEG) program, a statewide educator incentive program that operated in Texas. Evaluators found that the probability of teacher turnover fell as the magnitude of the TEEG bonus award increased, while the probability of teacher turnover increased sharply among teachers receiving no bonus award, or a relatively small award. A \$3000 award reduced turnover for beginning teachers by roughly 23%. Because of high teacher turnover historically and presently, all returning teachers will receive a \$5000 retention bonus. All newly hired teachers will receive a \$5000 recruitment bonus. Additionally, all other instructional support staff will receive a \$3000 retention or recruitment bonus.

Category:

Research Cited: National Center on Performance Incentives, 2009

Tier: Tier 1

Activity - Recruitment and retention bonuses	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff members will receive a portion of their recruitment and retention bonus in October 2015 and the remainder in February 2016	Recruitment and Retention	Tier 1	Implement	07/04/2016	06/23/2017	\$95000	Section 31a, General Fund	School Leader

Goal 6: All students at Mildred C Wells Academy will become proficient in Math

Measurable Objective 1:

A 85% increase of All Students will demonstrate student proficiency (pass rate) that equals or excels the county proficiency rate. in Mathematics by 05/27/2016 as measured by M-Step testing .

Strategy 1:

Benchmark Assessments - A Math coach will be contracted to provide job-embedded professional development to teachers in best practices for mathematics instruction. This will be done through the use of instructional learning cycles. The Math coach will meet with teachers during staff and grade level meetings to discuss depth of knowledge, common assessments and highly effective teaching strategies.

Math coach will observe instruction in the classroom to guide the processes and provide feedback to impact student learning.

Category: Mathematics

Research Cited: edperformance.com

Tier:

Activity - Online Assessment Platform	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Academic Support Program	Tier 1	Implement	07/04/2016	06/21/2017	\$1000	Title I Schoolwide	School leader, Instructional coach and teachers

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title II Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
School improvement coach	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	07/04/2016	06/22/2017	\$5000	School improvement team
Professional Learning: for teaching staff on using data from ILC's to drive instructional decisions	The school leader and instructional coach will participate in monthly trainings that focus on key practices for effective school leadership. Research confirms that strong leadership is the second most influential factor for improving schools. These trainings will sharpen leadership skills that support proper implementation of strategies for school improvement. These practices will center around: establishing high expectations for all, create a climate that is conducive to learning, cultivate leadership in others, improve instruction, and manage people, data, and processes.	Professional Learning	Tier 1	Getting Ready	08/22/2016	06/16/2017	\$4500	Instructional Coach, School Leader
Ongoing Professional Development for School Leader and Instructional Coach by TLG	Instructional Coach and School Leader will receive monthly professional development in content curriculum and best practices in instruction and school improvement to strengthen his or her effectiveness in the delivery of support and leadership to teaching staff. The Leader and Instructional Coach will share this information with staff at faculty meetings, through the mentoring process, and in response to observations and walkthroughs.	Professional Learning			07/04/2016	07/21/2017	\$5000	School Leader and Instructional Coach

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Professional development on explicit instruction	Teachers will receive training on explicit instruction in order to organize and facilitate instruction to focus on critical content for maximizing student achievement.	Professional Learning	Tier 1	Getting Ready	07/04/2016	06/23/2017	\$500	Teachers, Instructional Coach, School Leader
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Section 31a

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Behavior Interventionist	Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during math instruction due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during math instruction to receive the support and instruction necessary to meet math goals and increase proficiency.	Behavioral Support Program			07/04/2016	06/23/2017	\$40000	School Leader, Behavior Interventionist, School Social Worker
Social worker	The school social worker will work with students who have displayed negative behaviors and who are disrupting to classroom instruction. Preventative measures will be put in place to help students and curb discipline issues. This will be helpful for individual students as they learn coping mechanisms and will contribute to overall to a positive school climate.	Behavioral Support Program	Tier 1	Getting Ready	07/04/2016	07/21/2017	\$30000	Teachers, social worker, school leader

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Small group intervention with Title I Teachers and Paraprofessionals	Supplemental teachers and paraprofessionals do push in and pull out intervention to scaffold instruction in all core content areas. Intervention staff work with students in small groups or individually to build foundational reading and math skills.	Academic Support Program	Tier 2	Implement	07/04/2016	07/21/2017	\$30000	Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach
Recruitment and retention bonuses	All staff members will receive a portion of their recruitment and retention bonus in October 2015 and the remainder in February 2016	Recruitment and Retention	Tier 1	Implement	07/04/2016	06/23/2017	\$50000	School Leader
Behavior Interventionist	Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during Social Studies instruction due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during the reading block to receive the support and instruction necessary to meet Social Studies goals and increase proficiency.	Behavioral Support Program			07/04/2016	06/23/2017	\$40000	School Leader, Behavior Interventionist, School Social Worker

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Behavioral Interventionist	Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during the reading block due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during the reading block to receive the support and instruction necessary to meet reading goals and increase proficiency.	Behavioral Support Program			09/03/2013	06/30/2016	\$40000	School Leader and Behavior Interventionist
Behavior Interventionist	Behavior Interventionist will support the PBS program through the delivery of interventions to students and promotion of positive behavior through and incentivized system which will have the effect of reducing loss of instructional time for students during science instruction due to office referrals. The behavior interventionist will write, monitor, and support behavior plans for students highlighted by SWIS data as in need of intervention and support. The behavior interventionist will teach self-monitoring strategies to students, perform check-in and check-out duties, and other activities designed by staff that will allow for fuller class participation by students. Students must increase attendance and participation during science instruction to receive the support and instruction necessary to meet reading goals and increase proficiency.	Behavioral Support Program			07/04/2016	06/23/2017	\$40000	School Leader, Behavior Interventionist, School Social Worker

Title I Part A

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
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Instructional Coach	Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	School Leader and Instructional Coach
Benchmark Testing	Teachers will benchmark test students three times per year using Scantron, DIBELS, and STAR (Renaissance Learning).	Academic Support Program			07/04/2016	06/23/2017	\$5000	School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff
Professional development on creating a positive school climate	All staff will participate in training on creating a positive school climate. In August, staff and parents will attend training at Berrien RESA with presenter Anthony Muhammad, "Transforming School Culture." Having parents in attendance will help to build a strong connection between parents and school personnel.	Professional Learning	Tier 1	Implement	07/04/2016	07/21/2017	\$2000	All staff and administrators
Professional development on communicating with parents	All staff will participate in staff development on ways to partner with and communicate with parents and understanding the needs of families and students in high poverty areas	Parent Involvement	Tier 1	Getting Ready	07/04/2016	06/23/2017	\$500	All staff

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Online skills practice and progress monitoring	Teachers will use online subscriptions for Raz Kids and Reading A-Z to provide students with leveled instructional materials and online leveled skills practice.	Technology	Tier 1	Implement	07/04/2016	06/23/2017	\$1000	school leader
Small group intervention with Title I Teachers and Paraprofessionals	Supplemental teachers and paraprofessionals do push in and pull out intervention to scaffold instruction in all core content areas. Intervention staff work with students in small groups or individually to build foundational reading and math skills.	Academic Support Program	Tier 2	Implement	07/04/2016	07/21/2017	\$75000	Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach
Parent Events	MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I meeting, Parent/Teacher conferences, curriculum nights, etc.	Parent Involvement			07/04/2016	06/23/2017	\$3000	School Leader, Instructional Coach, Teachers, Academic Support Staff

Priority Single-Building-District Improvement Plan

Mildred C. Wells Preparatory Academy

Instructional Coach	Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	07/21/2017	\$55000	School Leader and Instructional Coach
Benchmark Testing	Teachers will benchmark test their students three times per year using the Scantron assessment. We will also progress monitor using a web-based math assessment tool.	Academic Support Program			07/04/2016	07/21/2017	\$5000	School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff
Parent Events	MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I Meeting, Parent/Teacher Conferences, Curriculum Nights	Parent Involvement			07/04/2016	06/23/2017	\$3000	School Leader, Instructional Coach, Teachers, Academic Support Staff

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Instructional Coach	Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	School Leader and Instructional Coach
Rtl and PBIS Professional Development	Staff will receive training on how to effectively implement and monitor the Rtl and PBIS framework and effective intervention strategies in reading and math.	Professional Learning			07/04/2016	06/23/2017	\$500	School leader, instructional coach, title I teacher, instructional staff

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Instructional Coach	Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	School Leader, Instructional Coach
Professional development on using data for decision-making	Training for staff and school leadership on understanding data in all content areas and using results for instructional decisions and school programming decisions to support implementation of the school's reform plan.	Professional Learning	Tier 1	Implement	07/04/2016	06/23/2017	\$5000	All staff
Target After School Tutoring & Summer School	Instructional staff will provide research and evidence-based interventions as a result of data analysis in addition to the traditional school day.	Academic Support Program			07/04/2016	06/23/2017	\$12000	School Leader, Instructional Coach, Summer School Teachers, After School Tutors, Transportation Staff

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Professional Learning: to support classroom and school-wide data analysis and data dialogs	Mary DelMariani the district SIF from Berrien RESA will provide ongoing professional learning before and during the school year demonstrating and discuss effective data analysis and proper data dialog procedures. Staff will benefit from this training on how to effectively determine data trends and using those trends to make mid-course corrections.	Professional Learning	Tier 1		08/22/2016	06/16/2017	\$500	School Leader, Instructional Coach, All Teaching Staff
Online skills practice and assessment	Instructional staff will utilize online subscriptions and apps for leveled skills practice and assessment for student.	Technology	Tier 1	Implement	07/04/2016	07/21/2017	\$1000	school leader
Targeted Summer School	Instructional staff will provide research and evidenced-based interventions as a result of data analysis in an engaging summer school environment. We will base participation on year-end Scantron scores, as well as MEAP scores.	Academic Support Program			07/04/2016	06/23/2017	\$8000	School Leader, Instructional Coach, Instructional Staff
Professional development on curriculum alignment	All teachers will participate in training on aligning curriculum, instruction and assessment.	Professional Learning	Tier 1	Getting Ready	07/04/2016	06/23/2017	\$500	Teachers, Instructional Coach, School leader
Parent Events	MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I Meeting, Parent/Teacher Conferences, Curriculum Nights, Black History Program	Parent Involvement			07/04/2016	06/23/2017	\$3000	School Leader, Instructional Coach, Teachers, Academic Support Staff
Stipends for additional planning time	Instructional staff will receive stipends for additional time outside of the school day and school year spent on planning for implementation of the school's reform/redesign plan.	Teacher Collaboration	Tier 1	Implement	07/04/2016	06/23/2017	\$6000	school leader, instructional staff
Professional Development on using data to guide instructional decisions	Staff will receive training on how to use data to support an effective instructional response. During 2015-16, AIMSweb will be the new benchmark assessment used to gauge student performance. Teachers will receive training on how to use this assessment tool.	Professional Learning			07/04/2016	06/23/2017	\$500	school leader, instructional coach, teachers

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Parent Events	MCWA will host several events including (but not limited to): Back to School Night, Meet and Greet, Annual Title I meeting, Parent/Teacher conferences and curriculum nights.	Parent Involvement			07/04/2016	06/22/2017	\$3000	School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Academic Support Staff
Hands on Learning	Teachers will provide hands-on activities and/or experiments to further students' understanding and mastery of grade level content objectives.	Academic Support Program			07/04/2016	06/23/2017	\$1500	School Leader, Instructional Coach, General Education Teachers
Instructional Coach	Instructional Coach will support teaching and learning through the following responsibilities: to develop, with the collaboration of the teacher, clear, realistic and important goals that reflect the individual needs of the teacher to guide, teach, influence, and support teachers in the classroom through reflection, collaboration, and shared inquiry; to share methods, materials, and other resources through modeling and other best practices; to research instructional resources that best benefit the individual classroom teacher; to employ coaching processes that foster increased autonomy and direction and responsibility; to provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals; to impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement; to facilitate reflective thinking and self-advocacy by being a neutral and active listener; to advocate on behalf of the students to ensure quality of education for all; to promote on behalf of the classroom teacher, with the school administrator, suitable professional development; to determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.	Academic Support Program			07/04/2016	06/23/2017	\$55000	School Leader, Instructional Coach
Leveled readers for DI and tiered intervention	Students use leveled readers during centers time in the classroom and also in small group intervention with supplemental teachers and paraprofessionals.	Academic Support Program	Tier 1	Implement	07/04/2016	06/23/2017	\$2500	Instructional Staff

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Mildred C. Wells Preparatory Academy

General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Extended Learning Time for Intervention	Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	School Leader, Instructional Coach, Title I Teacher, Instructional Staff
Rtl and PBIS Professional Development	Staff will receive training on how to effectively implement and monitor the Rtl and PBIS framework and effective intervention strategies in reading and math.	Professional Learning			07/04/2016	06/23/2017	\$500	School leader, instructional coach, title I teacher, instructional staff
Extended Learning Time for Intervention	Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	Instructional Coach, Title I Teacher, School Leader, Instructional Staff, Academic Support Staff
Annual Evaluation	The school leader and instructional staff, along with parents, will participate in the annual evaluation of the school's Title I schoolwide plan and SIP, using the MDE program evaluation tool. Outcomes of the evaluation will be used to inform revisions to the plan to support increased student achievement.	Other	Tier 1	Evaluate	07/04/2016	06/23/2017	\$0	school leader, instructional coach and staff
Parent Events	MCWA will host several events including (but not limited to): Back to School Night, Meet & Greet, Annual Title I Meeting, Parent/Teacher Conferences, Curriculum Nights, Read-Ins, to promote partnership between the school and home in support of achievement.	Parent Involvement			07/04/2016	06/23/2017	\$100	School Leader, Instructional Coach, Teachers, Academic Support Staff

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Mildred C. Wells Preparatory Academy

Extended Learning Time for Intervention	Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in math. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	School Leader, Instructional Coach, Title I Teacher, Instructional Staff
Professional development on teaching critical thinking skills	Staff will receive training on how to teach critical thinking skills in the context of the Common Core curriculum.	Professional Learning			07/04/2016	06/23/2017	\$500	school leader, instructional coach
Writing Across the Curriculum PD	Teachers will be trained in how to implement writing into all subject areas.	Professional Learning			07/04/2016	06/23/2017	\$500	School Leader, Instructional Coach, Title I Teacher
Extended Learning Time for Intervention	Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness. The length of the school day and an after school/tutoring program will be installed to ensure academic achievement.	Academic Support Program			07/04/2016	06/23/2017	\$60000	School Leader, Instructional Coach, Title I Teacher, Instructional Staff
Ongoing Writing Across the Curriculum PD	Teachers will meet periodically to review the implementation of the writing program and share students' progress related to writing across the curriculum. We will collaborate on how the process is working, share ideas and resources, and discuss strategies to improve students' proficiency in writing.	Professional Learning			07/04/2016	06/23/2017	\$500	School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Special Education Teacher
Using High-Yield Instructional Strategies Professional Development	Staff will receive training on how to effectively use high-yield instructional strategies to positively impact student achievement.	Professional Learning			07/04/2016	06/23/2017	\$500	school leader, instructional coach
Professional Development on Differentiating Instruction	Staff will receive professional development on how to differentiate instruction for students based on learning levels and preferred modalities.	Professional Learning	Tier 1	Implement	07/04/2016	06/23/2017	\$500	school leader
Professional Development on how to Teach Reading and Writing across the curriculum	Staff will receive training on how to support students' reading and writing goals through cross-curricular planning, and within the context of all content areas.	Professional Learning			07/04/2016	06/23/2017	\$500	school leader, instructional coach

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Extended Learning Time for Intervention	Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in science. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness.	Academic Support Program			07/04/2016	06/23/2017	\$60000	School Leader, Instructional Coach, Title I Teacher, Instructional Staff
Recruitment and retention bonuses	All staff members will receive a portion of their recruitment and retention bonus in October 2015 and the remainder in February 2016	Recruitment and Retention	Tier 1	Implement	07/04/2016	06/23/2017	\$45000	School Leader

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Classroom Observation PD	Classroom teachers will be given opportunities to observe a variety of teaching methods and classroom management techniques by teachers in house or outside MCWA.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Classroom Teachers
Classroom Observation PD	Classroom teachers will be given opportunities to observe a variety of teaching methods and classroom management techniques by teachers in house/ or outside MCWA.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Classroom Teachers
Higher Order Thinking Skills	Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.).	Academic Support Program			07/04/2016	06/23/2017	\$0	School Leader, Instructional Staff, Classroom Teachers
Common Planning Time	Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Teachers, Academic Support Staff

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Common Planning Time	Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Teachers, Academic Support Staff
Benchmark Writing Samples	Student writing samples will be collected four times per year and scored against a rubric to monitor progress and implementation of the Writer's Workshop program. This will provide insight for possible topics and strategies for future professional development opportunities.	Other			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Title I teacher, Classroom Teachers, Special Education Teacher
90 Minute Reading Block	The staff will implement structured reading instruction for a minimum of 90 minutes daily. Teachers will design and implement effective, focused instruction to meet the needs of students in meeting their reading goals.	Direct Instruction			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Classroom Teachers
Common Planning Time	Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/22/2016	06/23/2017	\$0	School Leader, Instructional Coach, Teachers, Academic Support Staff
Professional Development on using data to guide instructional decisions	Staff will receive training on how to use data to support an effective instructional response. During 2015-16, AIMSweb will be the new benchmark assessment used to gauge student performance. Teachers will receive training on how to use this assessment tool.	Professional Learning			07/04/2016	06/23/2017	\$0	school leader, instructional coach, teachers
Classroom Observation PD	Teachers will be given opportunities to observe a variety of teaching methods in classroom management techniques by teachers in house/outside of MCWA.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Classroom Teachers

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Mildred C. Wells Preparatory Academy

Higher Order Thinking Skills	Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.).	Academic Support Program			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Teachers, Academic Support Staff
Common Planning Time	Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Teachers, Academic Support Staff
Required Writing Across the Curriculum	The staff will implement structured writing instruction as part of the ELA block while implementing writing into instruction and assessment in all subject areas.	Academic Support Program			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Classroom Teachers
Common Planning Time	Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to RTI and formative assessments. Also, they will discuss instructional best practices and explore professional literature.	Professional Learning			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Teachers, Academic Support Staff
RTI Student Data Meetings	Based on a referral process (usually by the classroom teacher), we hold RTI meetings for students who struggle academically or behaviorally.	Other			07/04/2016	06/23/2017	\$0	School Leader, Classroom Teachers, Special Education Teacher, School Social Worker/Behavior Interventionist, Instructional Coach, Title I Teacher

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Higher Order Thinking Skills	Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.).	Academic Support Program			07/04/2016	06/23/2017	\$0	School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff
Use of Tablets for Leveled Skills Practice	Tablets and applications will be purchased and used in classrooms during small group instruction to provide students with opportunities for online, leveled skills practice.	Materials	Tier 1	Implement	07/04/2016	06/23/2017	\$0	school leader

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitoring	The dropout prevention coordinator will keep records of the status of students and report to the homeless liaison if a student becomes homeless. Both will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed. Recruitment and Retention, Communication, Academic Support Program Tier 1 Getting Ready	Community Engagement, Recruitment and Retention	Tier 1	Implement	09/05/2016	06/30/2017	\$0	School Leader, Dropout Prevention Coordinator, and Homeless Liaison
Online Assessment Platform	Naiku, or a program similar, is an online assessment platform that will be used to monitor and track the progress of students' understanding of the grade level content (including the Common Core State Standards, Michigan Science Standards, and Social Studies Standards). It will also drive instruction by providing a link between content standards and student achievement, allowing for targeted interventions and support for students in all Tier levels.	Academic Support Program	Tier 1	Implement	07/04/2016	06/21/2017	\$1000	School leader, Instructional coach and teachers