



# **Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

Mildred C. Wells Preparatory Academy

Latrisha Corona  
281 SOUTH FAIR AVE  
BENTON HARBOR, MI 49022-7219

# TABLE OF CONTENTS

|   |    |
|---|----|
| Introduction .....  | 1  |
| <b>Improvement Plan Assurance</b>   |    |
| Introduction .....  | 3  |
| Improvement Plan Assurance .....  | 4  |
| <b>Improvement Plan Stakeholder Involvement</b>   |    |
| Introduction .....  | 6  |
| Improvement Planning Process .....  | 7  |
| <b>Title I Schoolwide Diagnostic</b>  |    |
| Introduction .....  | 9  |
| Component 1: Comprehensive Needs Assessment .....   | 10 |
| Component 2: Schoolwide Reform Strategies .....   | 12 |
| Component 3: Instruction by Highly Qualified Staff .....  | 14 |
| Component 4: Strategies to Attract Highly Qualified Teachers .....  | 15 |
| Component 5: High Quality and Ongoing Professional Development .....                                      | 17 |
| Component 6: Strategies to Increase Parental Involvement .....  | 18 |
| Component 7: Preschool Transition Strategies .....  | 21 |
| Component 8: Teacher Participation in Making Assessment Decisions .....                                   | 22 |
| Component 9: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards ..... | 23 |

Component 10: Coordination and Integration of Federal, State and Local Programs and Resources . . .  
25

Evaluation: . . . . . 26

**Mildred C. Wells Academy SIP 18-19**

Overview . . . . . 28

Goals Summary . . . . . 29

    Goal 1: All students at Mildred C. Wells Academy will increase proficiency in Reading. . . . . 30

    Goal 2: All students at Mildred C. Wells Academy will increase proficiency at grade level math. . . . . 36

    Goal 3: All students at Mildred C. Wells Academy will increase proficiency at grade level Science. . . . . 42

    Goal 4: All students at Mildred C. Wells Academy will increase proficiency at grade level Social Studies. . . . . 45

    Goal 5: All students at Mildred C. Wells Academy will increase proficiency at grade level writing. . . . . 49

Activity Summary by Funding Source . . . . . 53

## **Introduction**

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

# **Improvement Plan Assurance**

## **Introduction**

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

### Improvement Plan Assurance

| <b>Label</b> | <b>Assurance</b>                             | <b>Response</b>           | <b>Comment</b>   | <b>Attachment</b> |
|--------------|--|---------------------------|--|-------------------|
| 1.           | Which option was chosen for Goals and Plans? | Goals and Plans in ASSIST | "See Goals and Plans in ASSIST" in the text box below and update Goals/Plan in ASSIST as needed. If choosing the Abbreviated Goals and Plans template, please upload it and confirm by typing "Abbreviated Goals and Plans template has been uploaded" in the text box below |                   |

# **Improvement Plan Stakeholder Involvement**

## **Introduction**

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

## **Improvement Planning Process**

### Improvement Planning Process

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

A concerted effort was made to identify the stakeholders who represented a cross-section of our staff, teachers as well as paraprofessionals, parents, and board members. We wanted to ensure that each of the primary categories of stakeholders were represented on the School Improvement team. The team members were advised of the various role needed for the team and members volunteered for these roles. The meeting were scheduled during a time that was mutually convenient for all members.

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

7 teachers and 4 para-professional are responsible for providing input on curriculum and student achievement. A school board member is on the team to provide a global governance perspective of the school. The school's instructional/curriculum coach is an active consultant on all aspects of the report. Three members of the school's leadership team are responsible for the oversight and completion of the process and meeting deadlines for required components of the School Improvement Plan. The Leona Group grants consultant ensures that our School Improvement Plan and use of funds are in agreement.

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

We shared the plan at our regularly scheduled staff meetings. We also discussed the plan and recruited members for the SIP team at our Open House/Back to School events. The school leader regularly updates the school board relative to changes in the School Improvement process.

# **Title I Schoolwide Diagnostic**

## **Introduction**

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

## **Component 1: Comprehensive Needs Assessment**

### **1. How was the comprehensive needs assessment process conducted?**

The comprehensive needs assessment 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 MTSS data meetings. The data that is analyzed within all of these meetings includes MSTEP, Benchmark Assessments, NWEA, pre/post test assessments from classroom teachers and Title I teachers, and student report card grades.

Benchmark assessments and NWEA are completed and analyzed three times a year. 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](http://mischooldata.org). We analyzed the MSTEP and MIAccess 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 and amenities 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 growing but still below grade level in all subject areas. We must reevaluate our approach to teaching and scaffolding students. Thus, we will be implementing a centers-based model, backwards planning, and data driven instruction throughout the school. Additionally, we will continue to implement the new curriculum with emphasizes higher level thinking across all areas. The goal is to help students learn in a hands-on manner and assist them in continuous benchmark performances.

Demographics: MCWA has enrollment of 193 K-7th graders. Ninety four percent (94%) of our student population is African- American and (6%) other. One hundred percent (100%) of our students receive free lunch and students, with Individualized Educational Plans (IEPs) makeup 6% of our student population. MCWA instruction/support/administrative staff consists of a school leader, instructional coach, reading interventionist, behavior interventionist, office manager, 1 full time special education teacher, 8 classroom teachers and 7 para professionals.

Number of years of experience for teachers:

0-3: 3 teachers

4-above: 4 teachers

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

---

### **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.**

Our school goal is to become proficient in all subject areas. We analyzed benchmark data, NWEA, and Mstep data and, although there is growth, students are still not proficient in all content areas.

### **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, Differentiated Instruction, and Backwards planning, 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 coach, the leadership team, as well as the special education staff working together will provide the needed support to our teachers serving in the classroom to increase the achievement for all learners. Through our data teams and MTSS meetings, all data (MSTEP, NWEA, Benchmark and Pre/Post tests) will be reviewed. Based on the MTSS decision rules, students will be placed into appropriate tiers to receive interventions necessary to increase achievement. Students will receive more skills practice, 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 and 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 centered-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).**

Centered-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. They 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 structured after school tutoring program. This year, we conducted a 10-week afterschool program. Our certified teachers will also engage in our summer school program. Our summer school program addresses 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, RTI will allow instructional staff supplemental opportunities to provide support for students most at risk of not meeting grade level benchmarks.

---

All students will benefit from improved differentiated instruction as well as supplemental support in Tiers 2 & 3. The  
SY 2017-2018

## **Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

---

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 Naiku 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. Decision Rules (cut-off scores) are in place for each grade to determine where a student falls in the tiered intervention system. 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, reading interventionist 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, Reading fluency assessment passages, benchmark passages, comprehension quick checks, common assessments, DRA, and pre- and post--tests. A quarterly 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 |
|-------|--|----------|---------|------------|
|       | 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?<br>NOTE: A schoolwide program must have all highly qualified instructional staff. | Yes      |         |            |

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

## **Component 4: Strategies to Attract Highly Qualified Teachers**

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

77%

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

K-17 year

1- 1 year

2- 10 years

3-12 years

4-3 years

5- 2 years

6-1 years

7-4 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 in the past, 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 smartboard and an instructor's computer as well, and a computer cart with a class set of Chromebooks. There are 7 iPads, 200 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.

### **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?**

SY 2017-2018

© 2018 Advance Education, Inc. All rights reserved unless otherwise granted by written agreement.

## **Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

---

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 2018/19 school year we have held professional development sessions on reading instruction, math instruction, creative differentiation, and centered 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 schoolwide reform strategies of RTI/PBIS and Differentiated Instruction. Outcomes of observations will be discussed during leadership team meetings and appropriate support for MCWA teachers.

| <b>Label</b> | <b>Assurance</b>  | <b>Response</b> | <b>Comment</b>  | <b>Attachment</b> |
|--------------|---|-----------------|---|-------------------|
|              | 3. The school's Professional Learning Plan is complete. | No              | Professional Learning plan will be created by August 1, 2017. |                   |

## **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 School Improvement Team 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 on how to improve the school.

**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. This is done through verbal communication and parent surveys.

| 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      |         | MCWA Handbook |

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

MCWA had (and will continue to have) 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, curriculum nights, holiday programs, black history program, as well as parent teacher conferences twice per year

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

The parental involvement component includes Literacy Night, 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.

**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      |         | Parent Compact |

**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, DRA, 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.

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

---

## **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. We offer a 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, cluster meetings (K-1, 2-3, 4-5, 6-7), and School Improvement plan meeting.

### **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 Naiku, 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. We 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 (K-7) Naiku, DRA (K-7) 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.

### **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. NWEA 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. 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, 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

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

---

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 seen throughout our RTI program (31A Teacher, para-professionals, instructional coach, and materials as well as online subscriptions). The general funds, money from 31A, Title I, and Title IIA support the core of Tier 1. Tier 2 and 3 are supported through general funds, money 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, 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, and math manipulatives.

### **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, offer gym opportunities, 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.

The school evaluates the schoolwide program throughout the year during School improvement plan meetings.

### **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?**

The 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 Academy SIP 18-19**

## **Overview**

### **Plan Name**

Mildred C. Wells Academy SIP 18-19

### **Plan Description**

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

---

### 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 in Reading.                    | Objectives: 1<br>Strategies: 4<br>Activities: 22 | Academic  | \$401331      |
| 2 | All students at Mildred C. Wells Academy will increase proficiency at grade level math.           | Objectives: 1<br>Strategies: 6<br>Activities: 17 | Academic  | \$286500      |
| 3 | All students at Mildred C. Wells Academy will increase proficiency at grade level Science.        | Objectives: 1<br>Strategies: 4<br>Activities: 6  | Academic  | \$144000      |
| 4 | All students at Mildred C. Wells Academy will increase proficiency at grade level Social Studies. | Objectives: 1<br>Strategies: 4<br>Activities: 6  | Academic  | \$148000      |
| 5 | All students at Mildred C. Wells Academy will increase proficiency at grade level writing.        | Objectives: 1<br>Strategies: 4<br>Activities: 9  | Academic  | \$154500      |

## Goal 1: All students at Mildred C. Wells Academy will increase proficiency in Reading.

### Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 06/30/2019 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, learn and play, to promote partnership between the school and home in support of achievement. | Parent Involvement | Tier 1 |               | 07/01/2018 | 06/28/2019 | \$10000           | Title I Schoolwide | School Leader, Instructional Coach, Teachers, Academic Support Staff |
| Activity - Professional development on communicating with parents, families and communities  | 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 | 07/02/2018 | 06/28/2019 | \$2000            | Title I Part A     | All staff  |

### Strategy 2:

Cross Curricular Support - Teachers and academic support staff will implement the Common Core State reading standards to all content areas (including informational text) to support reading instruction 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

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

Tier: Tier 1

| Activity - 90 Minute ELA Block   | Activity Type         | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Source Of Funding  | Staff Responsible                                      |
|--|-----------------------|--------|---------------|------------|------------|-------------------|--------------------|--|
| The staff will implement structured reading and writing instruction using resources such as (but not limited to) leveled reader, writing notebooks, ect., for a minimum of 90 minutes daily. Teachers will design and implement effective, focused instruction to meet the needs of students in meeting their ELA goals. | Direct Instruction    |        |               | 07/02/2018 | 06/28/2019 | \$10000           | Title I Schoolwide | 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 |        |               | 07/02/2018 | 06/28/2019 | \$170             | Title II Part A    | 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 | 07/02/2018 | 06/28/2019 | \$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 | 07/02/2018 | 06/28/2019 | \$500             | Title II Part A    | Teachers, Instructional Coach, School Leader           |

### Strategy 3:

Multi-tiered Systems of Support (MTSS) - 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: Other - MTSS

Research Cited: RTI Network

Tier:

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

| Activity - Behavioral Interventionist  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible                          |
|--|----------------------------|------|-------|------------|------------|-------------------|------------------------------|--|
| Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, fields trips and trinkets. This 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 LEAD 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 | 06/28/2019 | \$55000           | Section 31a, Title IV Part A | School Leader and Behavior Interventionist |
| 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   |      |       | 07/03/2017 | 06/28/2019 | \$66058           | Title I Schoolwide           | School Leader and Instructional Coach      |
| Activity - Common Planning Time  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible                          |

## 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 MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature.   | Professional Learning    |             |              | 07/02/2018        | 06/28/2019      | \$500                    | Section 31a                  | School Leader, Instructional Coach, Teachers, Academic Support Staff                                  |
| <b>Activity - Extended Learning Time for Intervention</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>  |
| Instructional staff will provide push-in and pull-out services to deliver tiered instruction to address areas of weakness in reading. 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 |             |              | 07/02/2018        | 06/28/2019      | \$60000                  | General Fund                 | School Leader, Instructional Coach, Title I Teacher, Instructional Staff                              |
| <b>Activity - Target Tutoring &amp; Summer School</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>  |
| Instructional staff will provide research and evidence-based interventions as a result of data analysis in addition to the traditional school day. This could occur during lunch, plan time, or after school.  | Academic Support Program |             |              | 07/02/2018        | 06/28/2019      | \$38000                  | Other, Section 31a           | School Leader, Instructional Coach, Summer School Teachers, After School Tutors, Transportation Staff |
| <b>Activity - MTSS Professional Development</b>  | <b>Activity Type</b>     | <b>Tier</b> | <b>Phase</b> | <b>Begin Date</b> | <b>End Date</b> | <b>Resource Assigned</b> | <b>Source Of Funding</b>     | <b>Staff Responsible</b>  |
| Staff will receive training on how to effectively implement and monitor the MTSS framework and effective intervention strategies in reading, math, and behavior.   | Professional Learning    |             |              | 07/02/2018        | 06/28/2019      | \$1000                   | Title I Part A, General Fund | School leader, instructional coach, title I teacher, instructional staff                              |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

| 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 | 07/02/2018 | 06/28/2019 | \$122733          | Title I Schoolwide, Section 31a, Section 31a, Section 31a, Title I Schoolwide | Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach |

| Activity - Leveled readers for 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 | 07/02/2018 | 06/28/2019 | \$2500            | Title I Part A    | Instructional Staff |

### 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 |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title I Schoolwide | School Leader, Instructional Coach, Classroom Teachers |

| Activity - Benchmark Testing | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |                          |        |           |            |            |                   |                                     |  |
|--|--------------------------|--------|-----------|------------|------------|-------------------|-------------------------------------|--|
| Teachers will benchmark test students three times per year using NWEA, DRA, and Focalpoint Benchmark.  | Academic Support Program |        |           | 07/02/2018 | 06/28/2019 | \$5000            | Section 31a                         | 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. NWEA, DRA and Focal point will be the benchmark assessments used to gauge student performance. Teachers will receive training on how to use this assessment tool. | Professional Learning    |        |           | 07/03/2017 | 06/29/2018 | \$500             | No Funding Required, Title I Part A | 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    |        |           | 07/02/2018 | 06/28/2019 | \$500             | General Fund                        | school leader, instructional coach   |
| 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 | 07/02/2018 | 06/28/2019 | \$500             | General Fund                        | school leader  |
| Activity - Use of technology for Leveled Skills Practice   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding                   | Staff Responsible  |
| Tablets and computers 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 | 07/02/2018 | 06/28/2019 | \$10000           | Section 31a                         | 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 such as, but not limited to, Reading A-Z, Star Fall, Front Row Ed, and I Can Read, to provide students with leveled instructional materials and online leveled skills practice.   | Technology               | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$5000            | Title I Part A, Section 31a         | school leader  |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

| Activity - DRA Comprehensive Package  | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible   |
|---|--------------------------|--------|-----------|------------|------------|-------------------|-------------------|---|
| Teachers will monitor and track student reading comprehension development in all grade spans (K-3 and 4-7) by using the DRA Comprehensive Package for the appropriate grade levels. | Academic Support Program | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$870             | Title I Part A    | Classroom teachers, academic support staff, instructional coach |

## Goal 2: All students at Mildred C. Wells Academy will increase proficiency at grade level math.

### Measurable Objective 1:

A 5% increase of Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 06/30/2019 as measured by MSTEP .

### 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: Mathematics

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 differentiation   | Activity Type         | Tier   | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding | Staff Responsible                                      |
|--|-----------------------|--------|-------|------------|------------|-------------------|-------------------|--|
| Berrien RESA will provide ongoing professional learning before and during the school year demonstrating and discuss effective data analysis and differentiated instruction. 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 |       | 07/02/2018 | 06/28/2019 | \$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 |
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|   |                       |        |               |            |            |        |                 |                                    |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|------------------------------------|
| 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 | 07/02/2018 | 06/28/2019 | \$4500 | Title II Part A | Instructional Coach, School Leader |
|---|-----------------------|--------|---------------|------------|------------|--------|-----------------|------------------------------------|

### 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 learn and play, and curriculum nights. | Parent Involvement |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title IV Part A, 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:

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

| Activity - Behavior Interventionist  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Source Of Funding            | Staff Responsible   |
|--|----------------------------|------|-------|------------|------------|-------------------|------------------------------|---|
| Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which include, but are not limited to, fields trips and trinkets. This 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 LEAD 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 |      |       | 07/02/2018 | 06/28/2019 | \$55000           | Section 31a, Title IV Part A | 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   |
| 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   |      |       | 07/02/2018 | 06/28/2019 | \$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   |

## 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 MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature. | Professional Learning |  |  | 07/02/2018 | 06/28/2019 | \$500 | Section 31a | 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 math. The coach and/or Title I teacher will plan a daily schedule and monitor the interventions for effectiveness. | Academic Support Program |      |       | 07/02/2018 | 06/28/2019 | \$60000           | General Fund      | School Leader, Instructional Coach, Title I Teacher, Instructional Staff |

| Activity - Targeted Tutoring and 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 addition to the school day. This can occur during planning time, lunch time, after school or during an summer school environment. We will base participation on NWEA scores DRA, and Benchmark assessments. | Academic Support Program |      |       | 07/02/2018 | 06/28/2019 | \$25000           | Section 31a       | 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 |
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|--------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**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 |  |  | 07/02/2018 | 06/28/2019 | \$0 | No Funding Required | School Leader, Classroom Teachers, Special Education Teacher, School Social Worker/Behavior Interventionist, Instructional Coach, Title I Teacher |
|--|-------|--|--|------------|------------|-----|---------------------|---|

| 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 | 07/02/2018 | 06/28/2019 | \$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 | 07/02/2018 | 06/28/2019 | \$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:

## 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    |        |           | 07/02/2018 | 06/28/2019 | \$1000            | Title I Schoolwide | 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 NWEA and Focalpoint benchmark. We will also progress monitor using a web-based math assessment tool.  | Academic Support Program |        |           | 07/02/2018 | 06/28/2019 | \$5000            | Section 31a        | 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    |        |           | 07/02/2018 | 06/28/2019 | \$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 | 07/02/2018 | 06/28/2019 | \$5000            | Section 31a        | 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

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

Tier: Tier 1

| 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 | 07/02/2018 | 06/28/2019 | \$50000           | 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            |
|---|---|--------|-----------|------------|------------|-------------------|--------------------|------------------------------|
| The school social worker homeless liasion coordinator will keep records of the status of students. The liasion 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<br>Tier 1 Getting Ready | Recruitment and Retention, Community Engagement | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$0               | Title I Schoolwide | School Leader, Social Worker |

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

**Measurable Objective 1:**

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

A 5% increase of Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 06/30/2019 as measured by the MSTEP 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 using resources such as, but not limited to, science and STEM kits, Waterworks, and field trips to further students' understanding and mastery of grade level content objectives. | Academic Support Program |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title IV 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

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 |      |       | 07/02/2018 | 06/28/2019 | \$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

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

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 PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, fields trips and trinkets. This 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 LEAD 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 |      |       | 07/02/2018 | 06/28/2019 | \$55000           | Section 31a, Title IV Part A | 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   |
| 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   |      |       | 07/02/2018 | 06/28/2019 | \$68000           | Title I Schoolwide           | School Leader, Instructional Coach                            |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

| 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 MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature. | Professional Learning |      |       | 07/02/2018 | 06/28/2019 | \$1000            | Title I Schoolwide | School Leader, Instructional Coach, Teachers, Academic Support Staff |

### Strategy 4:

Parental Involvement - Staff will provide parents with information about the science 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: 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 |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title IV Part A, Title I Schoolwide | School Leader, Instructional Coach, Teachers, Academic Support Staff |

## Goal 4: All students at Mildred C. Wells Academy will increase proficiency at grade level Social Studies.

### Measurable Objective 1:

A 5% increase of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 06/23/2019 as measured by MSTEP.

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

---

### 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  |
|---|--------------------------|------|-------|------------|------------|-------------------|-------------------|--|
| Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.). This will be achieved by teachers modeling close reading and analyzing skills using technology. | Academic Support Program |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title I Part A    | School Leader, Instructional Coach, Classroom Teachers, 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 |
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|   |                            |  |  |            |            |         |                              |   |
|---|----------------------------|--|--|------------|------------|---------|------------------------------|---|
| Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, fields trips and trinkets. This 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 LEAD 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 |  |  | 07/02/2018 | 06/28/2019 | \$55000 | Title IV Part A, 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                     |
|--|--------------------------|------|-------|------------|------------|-------------------|--------------------|---------------------------------------|
| 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 |      |       | 07/02/2018 | 06/28/2019 | \$68000           | Title I Schoolwide | School Leader and Instructional Coach |

| Activity - Common Planning Time | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---------------------------------|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

## 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 MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature. | Professional Learning |  |  | 07/02/2018 | 06/28/2019 | \$0 | No Funding Required | School Leader, Instructional Coach, Teachers, Academic Support Staff |
|--|-----------------------|--|--|------------|------------|-----|---------------------|--|

### 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 |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title I Schoolwide, Title IV 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 |
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|
|---|---------------|------|-------|------------|----------|-------------------|-------------------|-------------------|

**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.), by utilizing Michigan Open Textbook which will aid in the development of these critical academic skills. | Academic Support Program, Supplemental Materials | Tier 1 |  | 07/02/2018 | 06/28/2019 | \$5000 | Title I Part A | School Leader, Instructional Coach, Teachers, Academic Support Staff |
|--|--|--------|--|------------|------------|--------|----------------|--|

**Goal 5: All students at Mildred C. Wells Academy will increase proficiency at grade level writing.**

**Measurable Objective 1:**

50% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth and Seventh grade Black or African-American, Asian, White, Children in Foster Care, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Homeless, 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 06/30/2019 as measured by A School determined benchmark.

**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 |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title I Part A    | 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                                   |

## 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 |  |  | 07/02/2018 | 06/28/2019 | \$500 | General Fund | School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Special Education Teacher |
|--|-----------------------|--|--|------------|------------|-------|--------------|--|

| 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         |      |       | 07/02/2018 | 06/28/2019 | \$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 |      |       | 07/02/2018 | 06/28/2019 | \$1000            | Section 31a       | 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:

## Single Building District Improvement Plan

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 |      |       | 07/02/2018 | 06/28/2019 | \$68000           | Title I Schoolwide  | 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    |      |       | 07/02/2018 | 06/28/2019 | \$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 |      |       | 07/02/2018 | 06/28/2019 | \$60000           | General Fund        | School Leader, Instructional Coach, Title I Teacher, Instructional Staff |

## Single Building District Improvement Plan

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 |      |       | 07/02/2018 | 06/28/2019 | \$10000           | Title IV Part A, Title I Schoolwide | 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 |      |       | 07/02/2018 | 06/28/2019 | \$5000            | Section 31a       | School Leader, Instructional Coach, Classroom Teachers |

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

| Activity Name                            | Activity Description   | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--|--|--------------------------|------|-------|------------|------------|-------------------|--|
| 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 |      |       | 07/02/2018 | 06/28/2019 | \$60000           | 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 reading. 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 |      |       | 07/02/2018 | 06/28/2019 | \$60000           | School Leader, Instructional Coach, Title I Teacher, Instructional Staff                           |
| MTSS Professional Development            | Staff will receive training on how to effectively implement and monitor the MTSS framework and effective intervention strategies in reading, math, and behavior.   | Professional Learning    |      |       | 07/02/2018 | 06/28/2019 | \$500             | 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    |      |       | 07/02/2018 | 06/28/2019 | \$500             | School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Special Education Teacher |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|   |   |                          |        |           |            |            |         |  |
|---|---|--------------------------|--------|-----------|------------|------------|---------|--|
| 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    |        |           | 07/02/2018 | 06/28/2019 | \$500   | school leader, instructional coach                                       |
| 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 |        |           | 07/02/2018 | 06/28/2019 | \$60000 | School Leader, Instructional Coach, Title I Teacher, Instructional Staff |
| 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 | 07/02/2018 | 06/28/2019 | \$500   | school leader  |

### Section 31a

| Activity Name                                  | Activity Description   | Activity Type            | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|--|--|--------------------------|--------|-----------|------------|------------|-------------------|---|
| Target 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. This could occur during lunch, plan time, or after school.          | Academic Support Program |        |           | 07/02/2018 | 06/28/2019 | \$25000           | School Leader, Instructional Coach, Summer School Teachers, After School Tutors, Transportation Staff |
| Online skills practice and progress monitoring | Teachers will use online subscriptions such as, but not limited to, Reading A-Z, Star Fall, Front Row Ed, and I Can Read, to provide students with leveled instructional materials and online leveled skills practice. | Technology               | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$4000            | school leader   |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|                                     |  |                            |        |               |            |            |         |   |
|-------------------------------------|--|----------------------------|--------|---------------|------------|------------|---------|---|
| Behavior Interventionist            | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which include, but are not limited to, field trips and trinkets. This 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 LEAD 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 |        |               | 07/02/2018 | 06/28/2019 | \$45000 | School Leader, Behavior Interventionist, School Social Worker |
| Targeted Tutoring and Summer School | Instructional staff will provide research and evidenced-based interventions as a result of data analysis in addition to the school day. This can occur during planning time, lunch time, after school or during an summer school environment. We will base participation on NWEA scores DRA, and Benchmark assessments.  | Academic Support Program   |        |               | 07/02/2018 | 06/28/2019 | \$25000 | School Leader, Instructional Coach, Instructional Staff       |
| 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 | 07/02/2018 | 06/28/2019 | \$50000 | Teachers, social worker, school leader                        |

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

|                            |  |                            |  |  |            |            |         |  |
|----------------------------|--|----------------------------|--|--|------------|------------|---------|--|
| Behavioral Interventionist | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, field trips and trinkets. This 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 LEAD 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 | 06/28/2019 | \$45000 | School Leader and Behavior Interventionist                           |
| 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      |  |  | 07/02/2018 | 06/28/2019 | \$1000  | 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 MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature.   | Professional Learning      |  |  | 07/02/2018 | 06/28/2019 | \$500   | School Leader, Instructional Coach, Teachers, Academic Support Staff |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |  |                            |        |           |            |            |         |  |
|--|--|----------------------------|--------|-----------|------------|------------|---------|--|
| Behavior Interventionist   | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, field trips and trinkets. This 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 LEAD 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 |        |           | 07/02/2018 | 06/28/2019 | \$45000 | School Leader, Behavior Interventionist, School Social Worker  |
| Benchmark Testing  | Teachers will benchmark test their students three times per year using NWEA and Focalpoint benchmark. We will also progress monitor using a web-based math assessment tool.  | Academic Support Program   |        |           | 07/02/2018 | 06/28/2019 | \$5000  | School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff   |
| 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 | 07/02/2018 | 06/28/2019 | \$10839 | Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach |
| Common Planning Time   | Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature.   | Professional Learning      |        |           | 07/02/2018 | 06/28/2019 | \$500   | School Leader, Instructional Coach, Teachers, Academic Support Staff   |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |  |                            |        |           |            |            |         |  |
|--|--|----------------------------|--------|-----------|------------|------------|---------|--|
| 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   |        |           | 07/02/2018 | 06/28/2019 | \$5000  | School Leader, Instructional Coach, Classroom Teachers   |
| Use of technology for Leveled Skills Practice                        | Tablets and computers 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 | 07/02/2018 | 06/28/2019 | \$10000 | 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 | 07/02/2018 | 06/28/2019 | \$17729 | Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach |
| Behavior Interventionist   | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, field trips and trinkets. This 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 LEAD 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 |        |           | 07/02/2018 | 06/28/2019 | \$45000 | School Leader, Behavior Interventionist, School Social Worker  |
| 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 | 07/02/2018 | 06/28/2019 | \$5000  | school leader  |

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

|  |  |                          |        |           |            |            |         |  |
|--|--|--------------------------|--------|-----------|------------|------------|---------|--|
| 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 | 07/02/2018 | 06/28/2019 | \$58743 | Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach |
| Benchmark Testing  | Teachers will benchmark test students three times per year using NWEA, DRA, and Focalpoint Benchmark.  | Academic Support Program |        |           | 07/02/2018 | 06/28/2019 | \$5000  | School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff   |

**Other**

| Activity Name                   | Activity Description  | Activity Type            | Tier | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible   |
|---------------------------------|---|--------------------------|------|-------|------------|------------|-------------------|---|
| Target 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. This could occur during lunch, plan time, or after school. | Academic Support Program |      |       | 07/02/2018 | 06/28/2019 | \$13000           | School Leader, Instructional Coach, Summer School Teachers, After School Tutors, Transportation Staff |

**Title II Part A**

| Activity Name | Activity Description | Activity Type | Tier | Phase | Begin Date | End Date | Resource Assigned | Staff Responsible |
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|
|---------------|----------------------|---------------|------|-------|------------|----------|-------------------|-------------------|

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|   |   |                       |        |               |            |            |        |  |
|---|---|-----------------------|--------|---------------|------------|------------|--------|--|
| 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 | 07/02/2018 | 06/28/2019 | \$5000 | School improvement team                      |
| 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 | 07/02/2018 | 06/28/2019 | \$500  | Teachers, Instructional Coach, 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 |        |               | 07/02/2018 | 06/28/2019 | \$170  | school leader, instructional coach           |
| 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 |        |               | 07/02/2018 | 06/28/2019 | \$5000 | School Leader and Instructional Coach        |
| 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 | 07/02/2018 | 06/28/2019 | \$4500 | Instructional Coach, School Leader           |

### Title I Part A

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

| Activity Name   | Activity Description   | Activity Type            | Tier   | Phase         | Begin Date | End Date   | Resource Assigned | Staff Responsible                                      |
|---|--|--------------------------|--------|---------------|------------|------------|-------------------|--|
| Writing Across the Curriculum PD  | Teachers will be trained in how to implement writing into all subject areas.   | Professional Learning    |        |               | 07/02/2018 | 06/28/2019 | \$10000           | School Leader, Instructional Coach, Title I Teacher    |
| Professional development on curriculum alignment  | All teachers will participate in training on aligning curriculum, instruction and assessment.  | Professional Learning    | Tier 1 | Getting Ready | 07/02/2018 | 06/28/2019 | \$500             | Teachers, Instructional Coach, School leader           |
| Professional Learning: to support classroom and school-wide data analysis and differentiation | Berrien RESA will provide ongoing professional learning before and during the school year demonstrating and discuss effective data analysis and differentiated instruction. 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 |               | 07/02/2018 | 06/28/2019 | \$500             | School Leader, Instructional Coach, All Teaching Staff |
| 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 |        |               | 07/02/2018 | 06/28/2019 | \$55000           | School Leader, Instructional Coach                     |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |  |  |        |               |            |            |         |   |
|--|--|--|--------|---------------|------------|------------|---------|---|
| 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 learn and play, and curriculum nights.  | Parent Involvement                               |        |               | 07/02/2018 | 06/28/2019 | \$3000  | School Leader, Instructional Coach, Title I Teacher, Classroom 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. NWEA, DRA and Focal point will be the benchmark assessments used to gauge student performance. Teachers will receive training on how to use this assessment tool.   | Professional Learning                            |        |               | 07/03/2017 | 06/29/2018 | \$500   | school leader, instructional coach, teachers  |
| MTSS Professional Development  | Staff will receive training on how to effectively implement and monitor the MTSS framework and effective intervention strategies in reading, math, and behavior.   | Professional Learning                            |        |               | 07/02/2018 | 06/28/2019 | \$500   | School leader, instructional coach, title I teacher, instructional staff                        |
| Higher Order Thinking Skills   | Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.). This will be achieved by teachers modeling close reading and analyzing skills using technology.          | Academic Support Program                         |        |               | 07/02/2018 | 06/28/2019 | \$10000 | School Leader, Instructional Coach, Classroom Teachers, Academic Support Staff                  |
| Leveled readers for 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     | 07/02/2018 | 06/28/2019 | \$2500  | Instructional Staff   |
| Professional development on communicating with parents, families and communities | 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 | 07/02/2018 | 06/28/2019 | \$2000  | All staff   |
| Higher Order Thinking Skills   | Teachers will increase their emphasis in teaching higher order thinking skills (i.e. analyzing, synthesizing, evaluating, comprehending, applying, etc.), by utilizing Michigan Open Textbook which will aid in the development of these critical academic skills. | Academic Support Program, Supplemental Materials | Tier 1 |               | 07/02/2018 | 06/28/2019 | \$5000  | School Leader, Instructional Coach, Teachers, Academic Support Staff                            |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |   |                          |        |           |            |            |        |   |
|--|---|--------------------------|--------|-----------|------------|------------|--------|---|
| 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 | 07/02/2018 | 06/28/2019 | \$5000 | All staff   |
| Online skills practice and progress monitoring             | Teachers will use online subscriptions such as, but not limited to, Reading A-Z, Star Fall, Front Row Ed, and I Can Read, to provide students with leveled instructional materials and online leveled skills practice.    | Technology               | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$1000 | school leader   |
| DRA Comprehensive Package                                  | Teachers will monitor and track student reading comprehension development in all grade spans (K-3 and 4-7) by using the DRA Comprehensive Package for the appropriate grade levels.                                       | Academic Support Program | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$870  | Classroom teachers, academic support staff, instructional coach |

### Title I Schoolwide

| Activity Name | Activity Description   | Activity Type                                   | Tier   | Phase     | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|---------------|--|---|--------|-----------|------------|------------|-------------------|--|
| 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                              |        |           | 07/02/2018 | 06/28/2019 | \$2000            | School Leader, Instructional Coach, Teachers, Academic Support Staff |
| Monitoring    | The school social worker homeless liaison coordinator will keep records of the status of students. The liaison will then monitor the students attendance, academics, and behavior and refer the student to the appropriate staff member if needed.<br>Recruitment and Retention, Communication, Academic Support Program<br>Tier 1 Getting Ready | Recruitment and Retention, Community Engagement | Tier 1 | Implement | 07/02/2018 | 06/28/2019 | \$0               | School Leader, Social Worker   |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |  |                          |        |           |            |            |         |  |
|--|--|--------------------------|--------|-----------|------------|------------|---------|--|
| 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, learn and play, to promote partnership between the school and home in support of achievement.   | Parent Involvement       | Tier 1 |           | 07/01/2018 | 06/28/2019 | \$10000 | School Leader, Instructional Coach, Teachers, Academic Support Staff   |
| 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 | 07/02/2018 | 06/28/2019 | \$14351 | Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach |
| 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 |        |           | 07/02/2018 | 06/28/2019 | \$68000 | School Leader and Instructional Coach  |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|                          |  |                          |  |  |            |            |         |  |
|--------------------------|--|--------------------------|--|--|------------|------------|---------|--|
| 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    |  |  | 07/02/2018 | 06/28/2019 | \$1000  | School Leader, Instructional Coach, Classroom 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 |  |  | 07/03/2017 | 06/28/2019 | \$66058 | School Leader and Instructional Coach                                |
| Common Planning Time     | Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature.   | Professional Learning    |  |  | 07/02/2018 | 06/28/2019 | \$1000  | School Leader, Instructional Coach, 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, etc.  | Parent Involvement       |  |  | 07/02/2018 | 06/28/2019 | \$1000  | School Leader, Instructional Coach, Teachers, Academic Support Staff |

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

|                     |   |                          |  |  |            |            |         |  |
|---------------------|---|--------------------------|--|--|------------|------------|---------|--|
| 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       |  |  | 07/02/2018 | 06/28/2019 | \$1000  | School Leader, Instructional Coach, Teachers, Academic Support Staff |
| 90 Minute ELA Block | The staff will implement structured reading and writing instruction using resources such as (but not limited to) leveled reader, writing notebooks, ect., for a minimum of 90 minutes daily. Teachers will design and implement effective, focused instruction to meet the needs of students in meeting their ELA goals.  | Direct Instruction       |  |  | 07/02/2018 | 06/28/2019 | \$10000 | School Leader, Instructional Coach, Classroom 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 programatic 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 |  |  | 07/02/2018 | 06/28/2019 | \$68000 | School Leader and Instructional Coach                                |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|  |  |                          |        |           |            |            |         |  |
|--|--|--------------------------|--------|-----------|------------|------------|---------|--|
| 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 | 07/02/2018 | 06/28/2019 | \$21071 | Title I Teachers, Title I Paraprofessionals, 31a Paraprofessionals, Classroom Teachers, School Leader, Instructional Coach |
| 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    |        |           | 07/02/2018 | 06/28/2019 | \$10000 | School Leader, Instructional Coach, Classroom 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 |        |           | 07/02/2018 | 06/28/2019 | \$68000 | School Leader, Instructional Coach   |

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

**Title IV Part A**

| Activity Name            | Activity Description  | Activity Type              | Tier | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|--------------------------|---|----------------------------|------|-------|------------|------------|-------------------|--|
| 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         |      |       | 07/02/2018 | 06/28/2019 | \$9000            | School Leader, Instructional Coach, 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, Black History Program  | Parent Involvement         |      |       | 07/02/2018 | 06/28/2019 | \$9000            | School Leader, Instructional Coach, Teachers, Academic Support Staff |
| Behavior Interventionist | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, fields trips and trinkets. This 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 LEAD 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 |      |       | 07/02/2018 | 06/28/2019 | \$10000           | School Leader, Behavior Interventionist, School Social Worker        |

**Single Building District Improvement Plan**

Mildred C. Wells Preparatory Academy

|                            |   |                            |  |  |            |            |         |   |
|----------------------------|---|----------------------------|--|--|------------|------------|---------|---|
| 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 learn and play, and curriculum nights.   | Parent Involvement         |  |  | 07/02/2018 | 06/28/2019 | \$7000  | School Leader, Instructional Coach, Title I Teacher, Classroom Teachers, Academic Support Staff |
| Behavior Interventionist   | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which include, but are not limited to, fields trips and trinkets. This 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 LEAD 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 |  |  | 07/02/2018 | 06/28/2019 | \$10000 | School Leader, Behavior Interventionist, School Social Worker                                   |
| Behavioral Interventionist | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, fields trips and trinkets. This 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 LEAD 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 | 06/28/2019 | \$10000 | School Leader and Behavior Interventionist  |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|                          |  |                            |  |  |            |            |         |  |
|--------------------------|--|----------------------------|--|--|------------|------------|---------|--|
| Behavior Interventionist | Behavior Interventionist will support the PBIS program through the delivery of interventions to students and promotion of positive behavior through an incentive system which will include, but not limited to, field trips and trinkets. This 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 LEAD 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 |  |  | 07/02/2018 | 06/28/2019 | \$10000 | School Leader, Behavior Interventionist, School Social Worker        |
| 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         |  |  | 07/02/2018 | 06/28/2019 | \$8000  | School Leader, Instructional Coach, Teachers, Academic Support Staff |
| Hands on Learning        | Teachers will provide hands-on activities and/or experiments using resources such as, but not limited to, science and STEM kits, Waterworks, and field trips to further students' understanding and mastery of grade level content objectives.   | Academic Support Program   |  |  | 07/02/2018 | 06/28/2019 | \$10000 | School Leader, Instructional Coach, General Education Teachers       |

### No Funding Required

| Activity Name        | Activity Description  | Activity Type         | Tier | Phase | Begin Date | End Date   | Resource Assigned | Staff Responsible  |
|----------------------|---|-----------------------|------|-------|------------|------------|-------------------|--|
| 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 |      |       | 07/02/2018 | 06/28/2019 | \$0               | School Leader, Instructional Coach, Teachers, Academic Support Staff |

## Single Building District Improvement Plan

Mildred C. Wells Preparatory Academy

|   |  |                          |  |  |            |            |     |   |
|---|--|--------------------------|--|--|------------|------------|-----|---|
| Common Planning Time  | Teachers and support staff will engage in collaborative opportunities to explore students' data as it relates to MTSS and formative assessments. Also, they will discuss instructional best practices and explore professional literature.   | Professional Learning    |  |  | 07/02/2018 | 06/28/2019 | \$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                    |  |  | 07/02/2018 | 06/28/2019 | \$0 | School Leader, Instructional Coach, Title I teacher, Classroom Teachers, Special Education Teacher  |
| 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                    |  |  | 07/02/2018 | 06/28/2019 | \$0 | School Leader, Classroom Teachers, Special Education Teacher, School Social Worker/Behavior Interventionist, Instructional Coach, Title I Teacher |
| 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 |  |  | 07/02/2018 | 06/28/2019 | \$0 | School Leader, Instructional Staff, Classroom Teachers  |
| Professional Development on using data to guide instructional decisions | Staff will receive training on how to use data to support an effective instructional response. NWEA, DRA and Focal point will be the benchmark assessments used to gauge student performance. Teachers will receive training on how to use this assessment tool.                   | Professional Learning    |  |  | 07/03/2017 | 06/29/2018 | \$0 | school leader, instructional coach, teachers  |