

Abbreviated Goals and Plans Template

Please complete this template and upload it to the ASSIST platform in the Improvement Plan Assurance section. Note that the Michigan school improvement process – Gather, Study, Plan, Do (Implement, Monitor, Evaluate, and Adjust) remains the same. It is only the documentation of the process that has been adjusted.

District Code: 41930

District Name: Grand River Preparatory High School

School Code: 09911

School Name: Grand River Preparatory High School

Section One – Plan

In preparation for completing this template, it is recommended that improvement teams complete the School Data Analysis. This diagnostic is available both in the ASSIST platform, and as a [template for you to download and use](#).

1. What multiple data sources were used to determine need?

The School Improvement Team used multiple data sources to determine need, including: enrollment, attendance, student behavior, survey data from students, parents, and staff, School Systems Review, and academic data from course assessments, NWEA MAP results, PSAT/SAT, and the state assessment (M-STEP).

2. Based on the data, what area(s) needs improvement?

Areas of improvement include continual growth in reading, language usage, math, and positive student behavior

3. Write a measurable goal for each area of need.

Reading: 65% of ninth grade students will meet or exceed their growth targets in reading as measured by fall 2018 to spring 2019 NWEA MAP results.

Reading: 57% of tenth grade students will achieve college and career readiness in Reading by 6/30/2019 as measured by spring PSAT ERW assessment results.

Reading: 50% of eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in ERW by 6/30/2019 as measured by the spring SAT Reading assessment.

Language Arts: 60% of ninth grade students will meet or exceed their growth targets in Language Usage as measured by fall 2018 to spring 2019 NWEA MAP results.

Language Arts: 57% of tenth grade students will achieve college and career readiness in English Language Arts by 6/30/2019 as measured by the spring PSAT ERW assessment results.

Math: 65% of ninth grade students will meet or exceed their growth targets in math as measured by fall 2018 to spring 2019 NWEA MAP results.

Math: 44% of tenth grade students will achieve college and career readiness in

Mathematics by 6/30/2019 as measured by spring PSAT Mathematics assessment results.

Math: 31% of eleventh grade students will achieve college and career readiness by meeting or exceeding the college-readiness threshold in Math by 6/30/2018 as measured by the spring SAT Math assessment.

Culture: 90% of parents will agree or strongly agree that the school is providing a safe environment for their child on the Spring Parent Satisfaction Survey.

4. Describe the strategies and activities that will be used for each of the goals.

The Academic Specialist will identify and serve students with supplemental direct instructional support during the school day.

Paraprofessionals will provide supplemental support to identified students in small groups or one-on-one under the classroom teacher's supervision, and support for students in the after-school tutoring program.

Students who come to the school with high school credit deficit (off-track for graduation) or who do not pass their courses at the end of the semester will have the opportunity to earn credit through Recapture Academy (winter) and Summer Academy credit recovery programs.

Experienced teachers will serve as Instructional Coaches to observe, coach, and mentor novice teachers to quickly develop and improve their instructional practices which will positively impact student achievement.

Administration and faculty will meet periodically to provide support and incentives, and staff will reinforce Moral Focus virtues and PREP expectations throughout the year.

Administration and faculty will identify and acknowledge students that are demonstrating positive behaviors through recognition, rewards, and incentives.

The School Social Worker will increase students' engagement and motivation in the academic program by identifying and addressing underlying socioeconomic barriers to achievement.

The Student Success Coach will encourage struggling students by increasing their ability to make positive behavior choices.

5. What future multiple data points will be used to determine if the goals are met?

The following data points will be used to determine if the goals are met:

- Classroom formative assessment results
- NWEA results
- SAT results
- Infinite Campus behavior referrals (positive and negative) and parent and staff satisfaction survey results on the effectiveness of the school's discipline program

6. What are the professional learning needs for staff and parents necessary to implement the strategies and activities?

Staff will continue to train and collaborate before school begins and throughout the school year on effective teaching strategies and classroom management strategies that will ensure the strategies are implemented effectively.

7. Describe how the plan and process will be monitored and evaluated.
Administration and faculty continually monitor classroom formative assessments, and analyze other academic and non-academic data sources as they become available, to inform adjustments to the instructional program and/or the use of other resources to meet the stated goals. Grant resources used to implement the strategies and activities to meet the stated goals are reviewed in December for the current school year and the budget for the subsequent school year is developed collaboratively each May.

8. Provide the budget showing alignment to the plan.
Title I resources will be used to fund the Academic Specialist position and paraprofessional positions.
Title II-A resources will be used to fund the Instructional Coach position, supplemental professional development, and/or transferred to Title I to support Title I activities.
Section 31a resources will be used for additional Academic Specialist FTE, co-teachers in ninth and tenth grade core subject courses, credit recovery programs, school social worker, and Student Success Coach.
Title IV resources will be used for the Student Success Coach.

Section Two – Assurances

1. The school has evidence of a mission statement.
Yes

2. The school has evidence of completing a comprehensive needs assessment.
Yes

3. The school has evidence of inviting and allowing school board members, school building administrators, teachers, other school employees, pupils, parents of pupils attending the school, and other residents of the school district to voluntarily participate in the development, review, and evaluation of the school improvement plan.
Yes

4. The school has evidence of a process to evaluate our school improvement plan.
Yes

5. The school has evidence that technology is being integrated into the curriculum to improve learning.
Yes

6. The school has evidence of making available in as many fields as practicable opportunities for structured on the job learning, such as apprenticeships and internships, combined with classroom instruction that the building will implement.
Yes

7. The school has evidence of developing and utilizing community resources and volunteers, the role of adult and community education, and libraries and community colleges in the learning community.
Yes

8. The school has evidence of building-level decision making.
Yes