



Single Building District Improvement Plan

Wellspring Preparatory High School

Wellspring Preparatory High School

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Introduction

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

Improvement Plan Assurance

Introduction

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

Improvement Plan Assurance

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

Improvement Plan Stakeholder Involvement

Introduction

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

Improvement Planning Process

Improvement Planning Process

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

At the fall Title I Parent Meeting, the conclusion for the 2016-17 School Improvement Plan was shared along with the goals for the 2017-18 School Improvement Plan and the Title I services tied to those goals. Parents were then invited to join the School Improvement Team for the 2016-17 school year. One parent indicated interest and was welcomed to the Team. A team of staff members who facilitate regular department-level and course-level meetings along with the principal and assistant principal comprised the rest of the School Improvement Team. Most meetings took place during second semester and were scheduled after school on Wednesdays, which is designated as staff development time. A Comprehensive Needs Assessment was conducted first, followed by a survey completed by each department to give input on 2017-18 goals and strategies, as well as 2017-18 activities, and was concluded by the creation of the 2017-18 goals, strategies, and activities

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

The School Improvement Team was comprised of two administrators, five teachers, and one parent. Meetings were held throughout the school year (mostly second semester). The team conducted the Comprehensive Needs Assessment, analyzed data, reviewed past goals and strategies, discussed needs and changes, and developed 2017-18 improvement goals. Non-SIP Team teaching staff contributed feedback and suggestions via email to administrators and staff meetings

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

Institution and student information will be provided to stakeholders in an easy-to-understand language as follows:

- Written and verbal communication to parents and families regarding student progress on State, norm-referenced, and classroom assessments will occur regularly throughout the year.
- The school's Annual Report will be published and widely disseminated to parents, families, board members, authorizers, and staff each year.
- School-wide, grade level, and classroom level academic reports will be shared and analyzed by staff on a regular basis.

Note: The school complies with Section 1113(b)(3). The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in alternate languages as appropriate.

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 School Improvement Team conducted a comprehensive needs assessment as a part of its annual school improvement process. Throughout the 2016-17 school year, Wellspring Prep has conducted school improvement planning activities with the School Improvement Team and all staff. During its comprehensive needs assessment that started in the spring, the school assessed data aligned with the Michigan School Improvement Framework. Data was collected and assessed as it relates to student achievement, school programs and processes, student/teacher/parent perceptions, and student, staff, and community demographics. The school's review of data specifically included the components that are listed below, among others:

1. Student achievement data from national testing, including State test data, NWEA data, and local and formative assessment data (including subgroup analysis).
2. Demographic data, including student demographics by subgroup, student enrollment information, teacher demographics (including years of experience), Highly Qualified teacher and paraprofessional information, student attendance and discipline information, etc.
3. Programs and process data, including curriculum alignment assessments, School Quality Review findings, etc.
4. Perceptions data, including staff survey results, parent survey results, perception information from community members, etc.

This data is analyzed and discussed by the School Improvement Team. Results of the analysis determine the school's focus areas, and the following stakeholders are given an opportunity to provide feedback: 1) staff, 2) parents, and 3) board members.

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?

Student Achievement

Our current 9th grade students began the Fall semester scoring at the 28th percentile as measured by NWEA Winter 2016 Reading. On the PSAT 2015-16 Reading and Writing, both the 9th and 10th grade students scored below the national percentile average of 50. As measured by our Winter 2017 NWEA Math, our 9th grade students performed about the 50th percentile (53rd); there is still much room for improvement.

2015 M-STEP Math; last year's 11th graders performed above the state average, but that proficiency score was 38%.

Our 11th grade students performed at the 49th percentile on the 2015-16 PSAT Math; just below the national average.

What data was reviewed:

Winter 2016 NWEA for current 9th and 10th graders in the following subjects: Reading, Writing, and Math

2015-16 PSAT results for current 11th graders in the following subjects: Reading, Writing, and Math

2015 M-STEP results for current 12th graders in the following subjects: Math and English

What was concluded:

Based on our results of the Winter 2017 NWEA Reading, 2015 M-STEP English, and Fall 2015 PSAT Reading & Writing, we are on an upward trend in reading. However, we have much ground to cover in order to ensure that we achieve proficiency above the 75th percentile for 9th grade students on the Reading NWEA.

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For the Winter 2017 NWEA Language Usage, our students are on track for proficiency and demonstrating growth. The 2015 M-STEP and 2015-16 PSAT data demonstrates that by 11th grade, students are performing in the 60th percentile in English.

The Winter 2016 NWEA Math demonstrated an upward trend for both 9th and 10th grade students. Based on the 2015-16 PSAT Math data point, teachers will have to actively incorporate interventions for our current 11th graders in order to get them performing well above the state average.

Program/Process

Wellspring Prep evaluated its program using the School Systems Review.

What data was reviewed:

The following data points were used to complete the School Systems Review: evaluation of teacher grade books, student growth results, district provided professional development, perception surveys (staff, parent, and student).

What was concluded:

Teaching and Learning is the only area that was identified by the School Systems Review to be an area of focus. The 2016-17 school year served as the third year of implementation for Standards-Based Grading. Since it is a newer initiative, our course teams are working on refining our curriculum alignment and assessment system. Content leaders will continue to work on aligning our curriculum at district supported workshops and ensure Standards Based Grading is implemented appropriately and with fidelity. Teachers will be provided with opportunities to visit other classroom within the building and district to provide an opportunity for reflection in their instructional practices.

Perceptions

What data was reviewed:

Fall 2016 Parent Satisfaction Survey

Fall 2016 Staff Satisfaction Survey

What was concluded:

Fall 2016 Parent Satisfaction Survey Conclusions:

Wellspring Prep's parent satisfaction increased to a 95% satisfied in Winter 2016 results. Parent expressed 95% satisfaction with the school's ability to have high academic expectations for students.

Areas of lowest satisfaction are the school's communication to parents regarding college planning, financial aid, and college advising. It is important to note that this area demonstrated a positive trend between Spring 2016 to Fall 2016.

Fall 2016 Staff Satisfaction Survey Conclusions:

Based on the Fall 2016 staff satisfaction survey, teachers and staff were mostly satisfied with the relationship they have with their colleagues and their administration.

The following were rated lowest by teachers and staff:

I rarely think about leaving this organization to work elsewhere.

Employee's address other's unsupportive behaviors.

The Service Center is easy to do business with.

Demographic

What data was reviewed:

Annual Student Enrollment Data

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Infinite Campus Behavior Data

What was concluded:

Student attendance for the 2015-16 school year was 95.18%; this will well above the state average and an increase of 1% from the 2013-14 school year. Thus far in the 2016-17 school year, we have 93% in student attendance. At the end of the 2016-17 school year, we will look into the possible reasons for the decline. At this time, there are no identified challenges related to student attendance.

Enrollment will continue to grow next year as we graduate a medium size class of seniors and expect a larger class of freshman for the 2017-18 school year. This growth may present the need for additional teachers; however, we will first attempt to increase our part-time teachers to a full-time FTE before looking externally. Student attrition should be considered as a challenge. Students withdraw for a variety of reasons (moving, behavior, transportation issues, opportunities that other schools offer that are deemed a "better fit").

One challenge that has surfaced due to student enrollment is related to student course requests. Attrition can negatively affect courses offered. Courses that have been offered in the past do not necessarily have sufficient enrollment numbers to offer the courses next year.

Though there are a variety of other options we can make available to accommodate for these courses and make them available to students through online and dual enrollment, it can be seen as a negative by staff, students, and parents. Student achievement can be affected if not placed in proper and/or appropriate courses.

Behavior Data:

76% of behavior referrals are from incidents that occur in the classroom.

30% of our total student body has been written up for a behavior incident.

The most frequent reason students why students are given a behavior referral are Disrespect and Learning Disruption.

CONCLUSIONS

What are your areas of priority?

Demographic trends - Behavior

Wellspring Prep spends the beginning of each school teaching and reviewing our high behavior expectations. Students who come to our school from a traditional school background struggle much more than our NHA feeder school students meeting and complying with our high behavior expectations. In addition, students that arrive to our school with a history of behavior concerns do not adapt as easily as students with no previous behavior issues.

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.

Alignment to GOALS

Demographic: Addressing student behavior is an area of priority.

Achievement: An improvement goal continues to be needed for each of the three content areas.

What ARE your goals? State them.

Through the continued implementation of our School-Wide Positive Behavior Intervention Support (PBIS) system, school climate will be improved and negative behavior reduced (referrals, learning disruptions, suspensions), resulting in teachers and students focusing more on learning. If we are effective at increasing student engagement, communicating learning targets, and affirming student progress then there will be less behavior referrals and higher levels of student achievement will occur in the classroom.

The school goals are directly linked to the content areas of reading, language usage, and math specifically; these goals are set using data

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from the needs assessment. This data primarily consists of fall to winter NWEA proficiency data. Other data used included student and staff perception data and attendance data.

Which subgroups (if any) will be the focus of objectives and intervention:

All students will be the focus.

Explain WHY any content area is not included in goals, or how all content areas are covered in the goals you have chosen.

N/A

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

The goals will be designed to apply to all students in grades 9-12; all student data is taken into account and used to determine if each goal is being met or if progress is being made. Special recognition to children who are disadvantaged occurs in a number of ways: early identification in summer and personal invitations given to attend summer workshops to prep for high school success, year-long after school tutoring program offered M-F, Academic Specialists and paraprofessionals are available throughout the day to push into classrooms to assist teachers and struggling students.

Component 2: Schoolwide Reform Strategies

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

To increase the academic achievement of all students, Wellspring Preparatory High School's educational program is grounded in the principles of Effective Schools Research, which was originally developed by Ronald R. Edmonds, who served on the faculties of Harvard University and Michigan State University. Effective Schools Research recommends research-based school attributes that are associated with quantifiably improved student learning. By definition, an "Effective School" is one in which all students obtain at least the essential knowledge, concepts, and skills needed to be successful at the next higher level. Within the Effective School, there are seven unique characteristics that correlate with school effectiveness. Wellspring Prep has adopted these characteristics as part of its promise to deliver a high-quality educational option for parents of the Grand Rapids community.

A summary of the Effective School correlates is as follows:

Clear school mission

High expectations for success

Instructional leadership

Frequent monitoring of student progress

Opportunities to learn

Safe and orderly environment

Strong home-school relations

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).

In addition to adopting the characteristics of Effective School Research, Wellspring Prep's educational program is centered on its mission of preparing each student for college success and a life well lived. By using curriculum that is research-based, including the College Board's recommendations for rigorous classes, Advanced Placement classes, Standards-Based Grading system, and alignment to Michigan State Standards & other state and national instructional guidelines as well as a structured discipline program using Positive Behavioral Interventions & Supports (PBIS), Wellspring Prep ensures that every student will be prepared for college success. Ensuring that students are college ready greatly impacts our quality and quantity of instruction since we have a tangible target for success.

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

Differentiated Instruction outlined by the research done by Dr. Carol Tomlinson in her book, *The Differentiated Classroom*, provide a framework of strategies for implementation. Wellspring Prep focuses on differentiating instruction as a primary school-wide reform strategy to meet the learning needs of all students in all general education classes. Differentiated instruction allows for low performing subgroups (i.e. IEP and African American subgroups) to be targeted for specific skill development and provides them access to the general education curriculum through differing methods and supplemental support. This also allows for enrichment activities for students who have mastered

the content standards and are performing at a higher level. Grade level and department meetings focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops and team meetings. Individual student achievement data and growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program.

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.

As part of the school-wide academic support model, Wellspring Prep has adopted a school-wide strategy of ensuring the delivery of additional interventions and opportunities that focus on students who need to grow in their basic or background knowledge - "at-risk" students and/or low performing subgroups according to the school's CNA. In Marzano's analysis of research on school, teacher, and student-level factors that impact student achievement, the author argues that there is a strong correlation between background knowledge and student achievement. Wellspring Prep works to provide students who are identified as deficient in basic or background knowledge with improved opportunities to increase this knowledge and accelerate their learning and close the achievement gap. These interventions and opportunities include: after-school tutoring, support classes, small group instruction, and other interventions that ensure students have increased time to learn the knowledge and skills they need to be academically successful.

After School Intervention Tutoring

In conjunction with After School Tutoring, Wellspring Prep offers Intervention Tutoring on Tuesdays and Thursdays in which identified Tier 2 or 3 students struggling to meet academic expectations with Tier 1 supports are referred for more intensive interventions. During this time, students are assigned to the Support Services Staff where they will receive remediation and interventions and be monitored on their academic progress. To be referred to Intervention Tutoring, content teachers (ELA, Math, Social Studies, and Science) identify students struggling who could benefit from attending tutoring for skill development. Struggling students should meet at least one of the following criteria: lacking basic skills, needing of organization assistance, continuously missing assignments, poorly performing on assessments, or having multiple failing grades. The Support Staff initiates parent contact and receives commitment for their child's Intervention Tutoring. The Intervention Tutoring teachers will keep in contact and update parents regarding their child's progress while in Intervention Tutoring. Intervention Tutoring targets students who do not reflect their grade level proficiency and several students in Intervention Tutoring are from the IEP-Yes subgroup.

Monday Elective Academic Support

As a supplement to After School Intervention Tutoring, Wellspring Prep offers an additional tutoring session in the form of an elective. This elective is open to all students who wish to have additional support and one-on-one instruction by the Monday Elective teacher. Parents may also request this intervention for their child. Like After School Intervention Tutoring, Academic Support is meant as a supplement available to students needing or requesting additional academic time to promote success in the classroom. Students bring work from any of their courses and are given help from a certified teacher. Teachers re-teach and reinforce concepts from core academic areas. This allows students to keep current with their studies, reducing the chance of them falling behind, losing engagement and failing to make progress in their courses.

Supplemental Support Courses:

The Academic Math and English Support electives are courses supplemental to a student's regular education math and English courses. These courses use differentiated instruction focused on the individual math or English skill development of every student. Specifically, the individualized, adaptive instructional math software through NROC, is used to supplement math instruction. Students who have been identified as in need of additional assistance in math or reading (more than 2 grade levels below in performance according to the NWEA

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MAP assessment) are referred to take a supplemental elective hour that focuses on building their basic skills in these areas. In targeting the students who needed the most assistance during the 2014-15 year, the class demographics mostly consisted of subgroups of free and reduced lunch, students with disabilities, and African American students. Wellspring Prep anticipates the subgroups of students identified in the CNA will continue to qualify for this intervention.

Paraprofessionals:

Paraprofessionals are utilized to work with identified students during content classes focusing on building individual student skills based on classroom content and performance, and/or based on NWEA MAP focus areas. Paraprofessionals have worked with students during Science, Social Studies, English Language Arts, and Math courses on building basic skills and background knowledge specific to the student needs.

Recapture Academy and Summer Academy:

Recapture Academy and Summer Academy are online credit-recovery courses available to students during the spring semester and summer months who did not master the State's academic achievement standards during the school year to earn credit for a course. As credit-recovery programs, Recapture Academy and Summer Academy individualize lessons and assessments that struggling students were not successful at during the school year and are considered at-risk for grade promotion. The online format is a differentiated approach that allows students to progress in the class at a rate appropriate to their ability level and is an intensive re-teaching method. While Recapture Academy and Summer Academy are open to all students that did not master the State's academic standards during the school year, students who are especially targeted for Recapture and Summer Academy are students with IEPs, and the African American subgroup. The students with IEPs and African American subgroups have demonstrated the lowest achievement rates in the core classes. Currently, English, Math, Science, and Social Studies courses are offered at Wellspring Prep during the Recapture Academy timeframe. However, during Summer Academy, most subject matters will be available for students to regain credits.

Standards Based Grading

This model provides the levels of intervention needed for students. The teachers teach the skill and assess them, use the assessment to determine what the student needs to work on and then based on students understanding of the skill, the teacher provides differentiated instruction and assessments for students to earn mastery of the skill.

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

Wellspring Prep reviews student progress continuously throughout the semester through weekly Professional Learning Communities (Collaborative Planning Teams) meetings, and midterms, with an extensive review at the semester end to adjust student supports and schedules, as needed. Ensuring a continuous review process of student achievement ensures the acceleration of student learning in closing the achievement gap. Wellspring Prep believes that by identifying student needs early and providing them with supplemental, intensive interventions and opportunities, gaps in achievement will decrease. Additionally, Wellspring Prep is, over a three year period, transitioning non-AP courses to a Standards-Based Grading (SBG) model with the first phase of courses transitioned during the 2014-15 school year. This will ensure that students are being assessed on skills and specific learning targets related to those skills and will provide students with multiple opportunities to demonstrate mastery, as well as ongoing instructional feedback to teachers to facilitate appropriate differentiation to address student needs on a more individualized level. The 2015-16 marked the second year of implementation for the SBG model. In 2016-17 school year, most courses (with the exception of Advanced Placement courses) were Standards-Based.

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

Component 3: Instruction by Highly Qualified Staff

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

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

Component 4: Strategies to Attract Highly Qualified Teachers

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

The teacher turnover rate from the 2015-16 school year through the 2016-17 school year to date is 23%, or 8 teachers.

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

19 teachers (66%) have 3 years or less of teaching experience; the remaining 10 teachers (34%) have 4 or more years of teaching experience.

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

For the 2016-17 school year, 100% of the teaching staff was highly qualified, with teaching experience ranging from 0-22 years.

Wellspring Prep attracts highly qualified teachers with its mission and vision of "preparing students for college success." The four pillars of our school are rigor, relevance, relationships, responsibility and moral focus. Since we set high standards for student achievement and strive to provide the highest quality of education and extracurricular activities and experience, the school attracts excellent educators. Candidates learn of our open positions at job fairs and through online job postings.

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

Our school is attractive because of unique features for students such as our Moral Focus curriculum, 1:1 laptop program, a Monday Elective option, after-school tutoring, a required College Advisory course, AP courses, strict behavior expectations and a dress code.

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

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?

The hiring committee has included in its process extensive information related to how teaching at Wellspring Prep might be different than teaching at other schools. The committee also highlights, in detail, the general expectations of a Wellspring Prep teacher, as well as the
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unique expectations. The goal is to ensure that candidates are as versed in the school culture and practices as possible to help them make an informed decision upon being offered a position. Highlighting the rationale for the school's unique expectations and maintaining very clear expectations is also a priority. Being transparent with the teacher expectations allows for teachers to understand our commitment to excellence and ensure those who accept a teaching position will stay for more than one year.

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.

In accordance with section 1119 and subsection (a)(4), Wellspring Prep provides high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.

The School Improvement Team has identified professional development needs that align with the Comprehensive Needs Assessment and the Schoolwide Reform Strategies. These include training on Standards-Based Grading, Professional Learning Community practices, Advanced Placement training, Positive Behavior Intervention and Support, technology integration, engaging teaching strategies, and differentiated instruction.

Wellspring Prep will carefully integrate its professional development for the staff--for both teachers and paraprofessionals--into its collaborative team-focused culture and its ongoing teacher mentoring program and teacher support model. Wellspring Prep schedules weekly after-school meetings that include professional learning communities, department meetings and full staff meetings.

The 2017-18 professional development schedule for Wellspring Prep's teachers and paraprofessionals is as follows:

Summer 2017

Week-long AP Institutes for AP teachers.

August 14-17, 2017

Five-day professional development session for teachers new to Wellspring Prep, with specific training in classroom management, instructional practice and protocols, curriculum implementation, Standards-Based Grading, and other information needed by new teachers.

August 21-24, 2017

Five-day in-service for all staff--including instructional paraprofessionals--focusing on reviewing school policies and procedures, differentiated instruction, Marzano strategies and assessments, Professional Learning Communities, Standards-Based Grading, Positive Behavior Intervention and Support rollout, co-teaching, meeting the needs of diverse students, student support services and technology training.

Fall (September-December) 2017

Standards-Based Grading Workshops designed to move grading practices from traditional points-based to assessing students using proficiency scales tied to standards will be ongoing. Teachers from 5 9th grade level courses (Biology, English 9, World History, Algebra I, Geometry) and 5 10th grade level courses (Chemistry, English 10, Civics/Econ, Algebra II, Spanish I) engaged in a series of 2 workshops during the first semester of 2015-16. In the 2016-17 school year, all 11th grade courses will also become Standards-Based. This process will continue into 2016-17 for the courses that are at the next level and continuous support for the 9th, 10th, and 11th grade levels. Training on vertical alignment for teachers will be crucial.

November 2017

Professional development day for all staff focusing on topic(s) chosen by teachers throughout the school year. There will be an emphasis on SY 2016-2017

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cultural training for staff this month.

January 2018

Professional development day on effective teaching strategies, engagement, and motivating students.

February 2018

Differentiation, Standards-Based Grading and Curriculum Development Workshops designed to support the vertical and horizontal alignment across all leveled courses.

March 2018

All Staff Workshop on web tools to increase student engagement in the classroom. In addition, a data analysis session will be incorporated to ensure a successful end to the school year.

April 2018

Curriculum Development Workshop

May 2018

Curriculum Development Workshop

Other training may be provided over the course of the year, on an as needed basis. Additionally, the school will regularly review its overall professional development plan in order to ensure that it meets the needs of all staff and well equips them to ensure that students learn appropriately and can demonstrate mastery with respect to the school's curriculum and the Michigan High School Content Expectations and national expectations.

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

Teachers and school leaders will ensure that the school-wide PD that is offered is sustained and ongoing through collaboration practices driven by the Professional Learning Community process. PLC teams will meet weekly at the course-level to plan, assess, and evaluate student learning. See above for detailed professional learning tasks.

Label	Assurance	Response	Comment	Attachment
	3. The school's Professional Learning Plan is complete.	Yes		Wellspring 2017-18 Professional Development Calendar

Component 6: Strategies to Increase Parental Involvement

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

The design of the schoolwide plan involved stakeholders, including representative parents, who serve on the School Improvement Team. Parents were involved in the development and design of the schoolwide plan as a whole. Parents provided input on all aspects of the plan, but most notably on the parental involvement sections and on each of the identified school-wide goals. The Team analyzed academic, perception, and process data in order to determine needs related to the schoolwide plan. In addition, parents provided input into the program design through several surveys and parent meetings.

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

Parents will be involved in the implementation of the schoolwide plan by their continued participation on the School Improvement Team and also by attending the annual parent meetings in the spring and fall. They also participate in the parent involvement activities implemented to support the schoolwide goals of ELA, math, reading and science. Parents will be invited to participate in the implementation of the schoolwide plan through other events and volunteer opportunities during the school year.

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

At the end the 2016-2017 school year, the school improvement plan will be evaluated by reviewing parent participation rate in school surveys, parent-teacher conferences and parent information meetings. Parents were also asked for feedback on parent involvement activities in the annual parent survey. Each spring, these results provide the School Improvement Team with information to revise and improve the plan for the following school year. Parents are also members of the School Improvement Team and have met consistently throughout the school year to provide feedback and information useful in improving the school and student success.

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		Wellspring 2017-18 Parental Involvement Policy

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

Outlined below are several parent involvement activities and strategies that will be implemented throughout the school year. Additional activities will be added as needed.

Parent Understanding of Content Standards and Assessments:

Curriculum Night - A Parent Learning Event: September 2017--Date to be determined.

Parents are invited to visit each of their child's classroom teachers where they receive a syllabus summarizing the course expectations and

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how these align with state content expectations.

Parent meetings with Counselor, Teachers, or Administration

Parents are encouraged to schedule meetings to help clarify course content standards and/or assessments through school newsletters, personal invites, or other notices.

Assist Parents in Monitoring their Child's Progress:

Infinite Campus - Updated live for parents to view online

Infinite Campus - Weekly auto-emails sent to parents for Missing Assignments

Teacher email/other computer-based communication

Bi-annual Parent/Teacher Conferences: Early November and Late March

Provide Parents with Materials and Training to Work with their Child:

New Student/Parent Orientation: Mid August prior to the first day of school Fall 2017

Training and materials provided for accessing Infinite Campus, online textbooks and resources, etc.

Quarterly Parent/Principal Coffee.

Portions of Parent/Principal Coffees train parents in strategies that will assist their child at home (study skills, vocabulary games, note-taking, using resources and a textbook, and others upon parent request).

Curriculum Night: A Parent Learning Event: September 2017 - Date to be determined

Teachers will provide parents with strategies and tips to help their child be successful in the course.

Title I Parent Meeting: September/October 2017

Parents will be invited via the school newsletter, School Reach (personal emails), Infinite Campus notification, and/or personal letter/postcard invite to review the school's improvement plan and goals, Title I programs and activities, the requirements of Title I, and the right of parent involvement.

Training Provided to Staff for Effective Parent Involvement

All-staff Professional Development Week: August 21-24, 2017

The school's Parent Involvement Policy and Parental Partnership (Appendix B) is reviewed with all staff.

Commitment to Excellence Contract (Parent/Teacher Compact) (Appendix C) is reviewed and signed by all staff.

Collaboration with Other Programs to Coordinate Parent Involvement:

Parent Involvement is a component of all programs at the school level. Without parent understanding, support, and participation, student achievement and success would be jeopardized.

Providing information in a format and language that parents can understand (includes assessment results, grade report forms, and other notifications):

Format - Documents are presented to parents in a user-friendly format that restates heavy educational or content vocabulary that parents may not understand and presented in a very clear, concise layout. During parent meetings, abbreviations that are common in the educational world are explained and described in greater detail to foster parent understanding and contributions to meetings.

Language - Documents sent home to families that speak a language other than English, are translated to the appropriate language. When parents are contacted via phone or in-person the school provides a translator when needed to ensure parent involvement and participation. Also, the Infinite Campus Parent Portal allows parents to convert from English to Spanish.

Additional Parent Supports Provided (parents may request supports not listed here directly to administration or as feedback in parent surveys and meetings)

Parent Teacher Organization (PTO): meetings held monthly

Weekly SchoolReach Newsletters: sent to parents via email and printed/available in the front office

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Teacher email/other computer-based communication

School Reach: a computer based notification system used mainly for important announcements, updates, and the school newsletter

Financial Aid Night: TBD schedule for 11th grade parents and students

Parental Partnership: Title I Parent Involvement Policy (Appendix B)

Available in Wellspring Preparatory Parent and Student Handbook

Policy that addresses the importance of parent involvement. In addition to existing policies and guidelines, the school also recognizes the need for a policy that meets the requirements under Section 1118 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110)

Commitment to Excellence Contract (Parent/Teacher Compact) (Appendix C)

Available in Wellspring Preparatory Parent and Student Handbook

A contract between the Parent, Student, and Teacher that addresses the responsibility of each party to commit to the mission of preparing the student for college success.

Volunteer Opportunities:

Athletics/School event concession stand

Driving to events

Chaperoning

Career Day

Day of Service

Through these activities and parental involvement components, the school assures that it appropriately: 1) provides assistance to parents; 2) provides materials and training to help parents work with children to improve their achievement; 3) trains teachers and other required staff in the importance of and how to partner with parents; 4) coordinates and integrates to the appropriate degree its parent involvement activities with other programming; and 5) communicates information related to school and parent programs and activities in an understandable format and language. In addition, Wellspring Prep provides full opportunities for parents with limited English proficiency, disabilities, and parents of migratory children to be involved with in the activities of the school and to receive appropriate information and school reports. Specifically, translated documents, translators for meetings, assistance for parents with disabilities as requested (i.e. mobility assistance), and community connections with agencies assisting migratory families. As such, it complies with NCLB Sections 1118(e) 1-5 and (f).

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

Parent involvement and feedback is evaluated in several ways throughout the school year: quarterly Parent-Principal Coffees, attendance tracking during fall and spring Parent Teacher Conferences, Parent Survey given in the fall and spring, attendance and surveys given at Title I information meetings and parent learning events, and open-door policy communicated for parent needs.

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

These results are carefully considered when making school wide decisions and improvements on an ongoing basis and as the feedback is applicable.

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

The School-Parent Compact (Commitment to Excellence Contract) was developed upon the creation of our organization and consists of a list of assurances for parents, students, and educators that are known indicators of student success and achievement.

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

N/A

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

The Parent Compact (Commitment to Excellence Contract) is shared with parents via the Student-Parent Handbook each fall as a copy is located there. The Parent Compact is used in all meetings with incoming families who meet with the Assistant Principal and/or Principal. Additionally, this form is mailed home and collected (signed and dated) two times per school year.

Label	Assurance	Response	Comment	Attachment
	The School's School-Parent Compact is attached.	Yes		Wellspring 2017-18 School-Parent Compact

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

Written and verbal communication will be provided to parents and families regarding student progress on State, norm-referenced, and classroom assessments. Communication will occur regularly throughout the year and will be shared in a language that parents can understand. As such, the school complies with Section 1113(b)(3). The school will accomplish this by providing assistance to parents, providing materials and training to help parents, training teachers and other staff in how to partner with parents, and providing information in several languages as appropriate. Assessments can be daunting to parents that have limited understanding of not only the language, but also educational language and acronyms. Parents will be encouraged to meet with a counselor, administrator, or teacher to discuss assessment results that will allow for a clear and concise translation explaining educational wording or removing information that is not relevant and could cause confusion to parents.

Component 7: Preschool Transition Strategies

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

N/A

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

N/A

Component 8: Teacher Participation in Making Assessment Decisions

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

Teachers have significant input into school-based academic assessments. At this time, most subject department teachers have shared planning time and are expected to spend a minimum of one day each week reviewing student needs, developing instructional strategies to address those needs, and assessments to ensure needs are met. On the days that subject department teachers do not meet, teachers are expected to use the time to plan in group or individually. Additionally, teachers choose to implement, as appropriate, tests and assessments that measure student performance with respect to the school's curriculum. Through the Collaborative Planning Team process, teachers work collaboratively to identify what specific knowledge or skills students need to know and how they will determine when such learning has taken place. Additionally, the school's administration surveys teachers on an annual basis to solicit feedback, including feedback on the school's academic assessments.

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

Teachers are active participants in the analysis of data to improve the academic achievement for all students. The NWEA MAP assessment is administered three times per year: fall, winter, and spring. Following each NWEA MAP administration, all teachers analyze the data they receive and create action plans for student intervention. Teachers also analyze school-based assessments, PSAT, SAT, and M-STEP. Based on this analysis, they adjust their instruction and differentiate to best meet student needs. Teachers gather more data with each assessment and adjust their instruction as needed. In addition, teachers regularly participate in training to better analyze data, differentiate instruction accordingly, and determine appropriate classroom-based interventions.

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

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

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

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

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

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

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

Wellspring Prep has implemented several programs as part of its Schoolwide Reform Model to serve students at risk of academic failure and students in the lowest performing subgroups identified in the school's Comprehensive Needs Assessment. Activities include out-of-school instructional opportunities such as after-school tutoring and summer learning programs, as well as the in-school response-to-intervention strategies. Extracurricular programs, access to community resources, and other services based on student academic needs as demonstrated by baseline proficiency data from NWEA MAP assessments will also be offered. All programs reinforce additional assistance for all content areas: English Language Arts, Math, Social Studies, and Science. Further detail regarding intervention and support services is outlined below.

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

Differentiated Instruction

Wellspring Prep focuses on differentiating instruction to meet the learning needs of all students. Collaborative Planning Teams meet to focus on differentiation strategies which teachers plan, implement, evaluate and share with the teaching team. English teachers assign independent reading books based on students' Lexile (NWEA identified reading level) to meet struggling learners (and advanced learners) at their reading levels, increasing the likelihood of their achievement growth. English teachers also differentiate the inputs (encountering information), product (work that students produce to signify learning, and process (the way students go about studying and learning) on selected writing and literature units of instruction to stimulate student engagement and provide opportunities to work on individually targeting skills. Additionally, EBLI instruction is infused into the English curriculum and provided at a more intense level for the most at-risk students. Students are placed in mathematics classes based on their placement tests and added to support classes when they have been identified as needing further instruction in basic skills. Students in science and social studies classes are given options and choices for how to complete assessments to encourage engagement, the completion of projects, and the meeting of learning standards. As part of the Collaborative Planning Team Cycle, teachers are required to include re-teaching strategies and plans to scaffold instruction to provide supports for at risk students in their weekly lesson plans when constructing units. School leaders support differentiated instruction by including professional development opportunities for teachers through conferences, workshops and team meetings. Classroom observation protocols (which include formative assessment and differentiation strategies), individual student achievement data and demonstrated growth in basic skills are part of the school's teacher evaluation and merit-pay accountability program.

Standards-Based Grading & Formative Assessment Process

Another way that Wellspring Prep teachers provide differentiated instruction is through the formative assessment process which is built into the school's standards-based grading initiative. The school uses formative assessment as a strategy within standards-based grading that ensures that teachers and students can establish and communicate student learning goals and track student progress. The school believes it is imperative to identify student learning goals, or educational objectives, so that teachers and students can gauge learning with respect to those goals and celebrate student success as they make progress toward mastery. Importantly, because the school is utilizing specific student learning goals--which align with the State's High School Content Expectations--teachers can effectively provide feedback on student learning through the use of formative assessment. Since teachers have well-established student learning goals, they are able to utilize the formative assessment process to track student learning, gauge progress toward mastery, adjust instruction accordingly, and celebrate student success as it relates to learning.

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Intervention Assistance Team (IAT)

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Math Support Classes

Students who have been identified as in need of additional assistance in math or reading are referred to take an elective hour that focuses on building their basic skills in these areas.

Paraprofessionals

Paraprofessionals are also utilized to work with identified students during content classes focusing on building individual student skills based on classroom content and performance and/or NWEA MAP focus areas. Paraprofessionals have worked with students during Science, Social Studies, English Language Arts, and Math courses on building basic skills and background knowledge specific to the student needs.

After School Tutoring

Wellspring Prep offers After School Tutoring program available on Tuesdays and Thursdays for an hour after school, where teachers are available for additional engaging academic time to promote a higher learning potential for all students. Following the RTI framework, Tier 1 students, or all students, participate in curriculum and interventions that enhance the learning process. Tutoring in this stage is open to any student at all proficiency rates that wishes to participate in after school instruction or help in any classes that the student is taking. This includes all four subject matters: ELA, Math, Social Studies, and Science. Based on academic performance, Advisory teachers recommend students with failing grades to attend tutoring. Advisory teachers send generic emails to parents regarding their child's need to attend

tutoring to advise them of their child's academic performance and their opportunities for immediate support.

Intervention Tutoring

In conjunction with After School Tutoring, Wellspring Prep offers Intervention Tutoring on Tuesdays and Thursdays, were identified Tier 2 or 3 students struggling to meet academic expectations with Tier 1 supports are referred for more intensive interventions. During this time, students are assigned to the Support Services Staff where they will receive remediation and interventions and be monitored on their academic progress. To be referred to Intervention Tutoring, content teachers (ELA, Math, Social Studies, and Science) identify students struggling and who could benefit from attending tutoring for skill development. Struggling students should meet at least one of the following criteria: lacking basic skills, needing of organization assistance, continuously missing assignments, poorly performing on assessments, and having multiple failing grades. The Support Staff initiates parent contact and receives commitment for their child's Intervention Tutoring. The Intervention Tutoring teachers will keep contact and update parents regarding their child's progress while in Intervention Tutoring. Intervention Tutoring targets students who do not reflect their grade level proficiency and several students in Intervention Tutoring are from the IEP-Yes subgroup.

Academic Support Monday Elective

As a supplement to After School Tutoring, Wellspring Prep offers an additional tutoring session in the form of an elective. This elective is open to all students who wish to have additional support and one-on-one instruction by the Monday Elective teacher. In addition, parents may request to have their son or daughter registered in Academic Support. Like After School Tutoring, Academic Support is meant as a supplement available to students needing or requesting additional academic time to promote success in the classroom. Students bring homework from any of their courses and are given help from a certified teacher. This allows students to keep current with their studies, reducing the chance of them falling behind and losing interest in their courses.

Recapture Academy/ Summer Academy

Recapture and Summer Academy consists of online classes available to students during the spring semester and summer months who did not master the State's academic achievement standards during the school year to earn credit for a course. As a credit-recovery program, the online format is a differentiated approach that allows students to progress in the class at a rate appropriate to their ability level and is an intensive re-teaching method. While Recapture and Summer Academy is open to all students that did not master the State's academic standards during the school year, students who are especially targeted for Recapture and Summer Academy are who have demonstrated the lowest achievement rates in the core classes. Currently, English, Math, and Science courses are offered during the Recapture Academy timeframe. However, during Summer Academy, all four subject matters will be available for students to regain credits.

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.

Wellspring Preparatory High School ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this School-wide Plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process.

While funding will not be consolidated, the school's entire educational program is supported by the Wellspring Prep School-wide Plan; this includes supplemental programs (supported through federal Title I funds and State 31a funds), such as summer learning opportunities, after-school tutoring, supplemental paraprofessional support in content area classes, and additional supplemental materials. The school's professional development program is supplemented with funding available through Title IIA. All supplemental programs, materials and professional development funded by State and Federal resources are directly linked to the school's goals, activities, and Schoolwide Reform Strategies outlined in the Schoolwide Plan.

The school ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this Schoolwide Plan in order to upgrade the school's entire educational program. This includes Title I, Part A, Title II-A, Section 31a, and Title III. Monthly meetings are held to review the funds and corresponding expenses to ensure that funds are appropriately spent and to determine if any funds need to be reduced/increased based on student/program need.

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.

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

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

Wellspring Preparatory High School ensures that the use of all federal, state, and local funds is coordinated to ensure focus on the goals, strategies, and action activities identified in this School-wide Plan in order to upgrade the school's entire educational program. Furthermore, coordination and integration of all federal, state, and local services and programs are ensured through collaboration among administration, staff, parents, and other stakeholders as part of the school's improvement planning process.

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includes supplemental programs (supported through federal Title I funds and State 31a funds), such as summer learning opportunities, after-school tutoring, supplemental paraprofessional support in content area classes, and additional supplemental materials. The school's professional development program is supplemented with funding available through Title IIA. All supplemental programs, materials and professional development funded by State and Federal resources are directly linked to the school's goals, activities, and Schoolwide Reform Strategies outlined in the Schoolwide Plan.

Evaluation:

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

The Schoolwide program is reviewed in its entirety beginning in early February each school year. The School Data Analysis report is used as a benchmark to assess the areas of strengths and challenges of the school. In addition, a comprehensive needs assessment is completed, goals are set, and an updated plan is formed and communicated to all stakeholders.

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.

The school uses NWEA, PSAT, SAT, and M-STEP data primarily for student achievement assessment. Additional data used includes demographics, attendance, behavior referrals, and survey results.

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.

Using NWEA, PSAT, SAT, and M-STEP data to measure student proficiency and growth toward meeting the School Improvement Plan goals. Each year, the programs offered to the bottom 30% of students are reviewed for effectiveness and are either revised for improvement or dissolved.

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 programs developed and implemented, as outlined in the SIP, are monitored throughout the school year for growth. Programming is revised, as needed, at the end of each semester to provide better services the following semester.