

School Improvement Plan

School Year: 2010

School District: Woodland Park Academy

Intermediate School District: Genesee ISD

School Name: Woodland Park Academy

Grades Served: K,1,2,3,4,5,6,7,8

Principal: Mrs. Michele M Baskin

Building Code: 04074

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

Contents

Introduction 3

School Information 5

Vision 6

Goals 7

 Goal 1: Students will be proficient in Writing 7

 Goal 2: Positive Behavior Support 11

 Goal 3: Students will be proficient in Reading 13

Resource Profile 16

Title I Required Components 17

Stakeholders 18

Statement of Non-Discrimination 19

Conclusion 20

DRAFT

Introduction

The Michigan Department of Education, Office of Education Improvement and Innovation and Office of Field Services has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

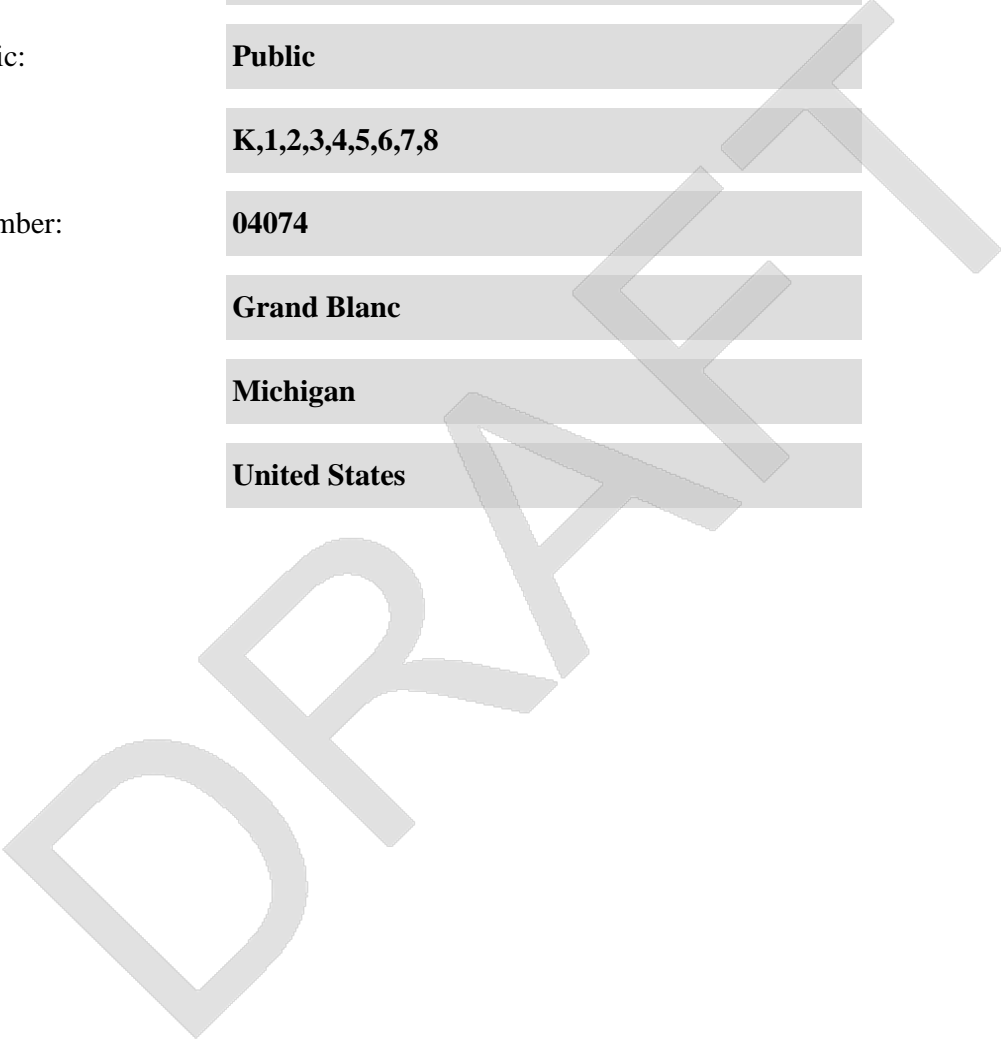
The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: www.mi.gov/schoolimprovement

DRAFT

School Information

School:	Woodland Park Academy
District:	Woodland Park Academy
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6,7,8
School Code Number:	04074
City:	Grand Blanc
State/Province:	Michigan
Country:	United States



Vision

Vision Statement

By 2014, Woodland Park Academy students will have achieved MEAP scores that rank in the 90th percentile in all subjects at all grade levels. Core curriculum and high standards will prepare WPA Students to compete effectively in a global marketplace. All students will have participated in one or more Arts and Technology roles in ways that will compliment the practical skills they will take to higher education and future careers and families.

As the year ends at WPA, students thankfully wave goodbye while anticipating another wonderful year to come in the fall. Teachers smile with satisfaction as they reflect on the incredible year that all have experienced. The administration watches, feeling content knowing that WPA students have each received exactly what they have needed, which helped them meet their fullest potential while also earning admiral achievement on all standardized tests.

It has been a well-balanced year consisting of enough time for teaching and fun. Discipline problems were nonexistent since all students exhibited self-discipline and teamwork. This allowed teachers to provide more hands-on activities and less busy work, while also making this year the most positive learning experience students have had. A peek in any classroom would have shown students on task, raising their hands, asking for needed help, and appreciating the help they received. Students did their best to provide quality work completed on-time, neatly, and with their best handwriting.

Students and teachers are happy and everyone is smiling remembering all the school events parents have attended, the abundance of parental support, and the feeling of satisfaction felt each day.

WPA is a place where respect, honesty, tolerance, and cooperation are an integral part of the school experience. As a result, students, staff, and parents feel accepted and welcomed and excited to here every day.

Mission Statement

Woodland Park Academy exists to create a culture of academic excellence that produces students capable of successfully competing in a rigorous high school environment.

Beliefs Statement

Each student is a valued individual with unique physical, social, emotional and intellectual needs and may require special services or resources.

Students should be contributing members of both the school and larger communitites; therefore, we will nurture a sense of community and individual responsibilities for that community.

All students can learn and achieve in a safe, disciplined environment in which they feel trusted, suported and have a sense of belonging.

Teachers should create challenging and engaging activites for students and lead/encourage/motivate them in those activities.

A quality education includes excellence in teaching and exposure to technology, essential curricular material, and a variety of learning experiences.

Everyone has the right to expect and the obligation to give respect.

DRAFT

Goals

ID	Name	Development Status	Progress Status
8964	Students will be proficient in Writing	Approved	Open
18385	Positive Behavior Support	Approved	Open
18388	Students will be proficient in Reading	Approved	Open

Goal 1: Students will be proficient in Writing

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : Students will use the writing process to demonstrate grade level expectations. Students will demonstrate successful writing across the curriculum.

Gap Statement : Students have shown lack of acceptable progress in standardized and classroom assessments.

Cause for Gap : Although teachers use GLCE's for each grade level, we do not have a horizontally aligned written curriculum for Writing.

Multiple measures/sources of data you used to identify this gap in student achievement : Team data meetings, Writing prompts and scores, standardized test scores, and lack of a horizontally aligned Writing curriculum.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Student achievement will show a 10% increase by the end of the 2010/2011 school year in standardized writing scores, including Writing prompts, and MEAP.

By the end of the 2010/2011 school year we will have a horizontally aligned Writing curriculum map available to all stakeholders.

Contact Name : Michele Baskin

List of Objectives:

ID	Objective
21134	Students will be able to complete a written assignment or assessment and meet the writing rubrics for their grade level. Student scores on the MEAP be at least proficient.

SPR (90) Challenges : None

1.1. Objective: Students will be proficient in Writing.

Measurable Objective Statement to Support Goal : Students will be able to complete a written assignment or assessment and meet the writing rubrics for their grade level. Student scores on the MEAP be at least proficient.

List of Strategies:

ID	Strategy	Locked By
21134	Grade level teachers will develop a Writing pacing guide based on the National standards throughout the 2010/2011 school year. Teachers will use grade level rubrics to assess student writing.	

1.1.1. Strategy: Pacing Guide

Strategy Statement: Grade level teachers will develop a Writing pacing guide based on the National standards throughout the 2010/2011 school year. Teachers will use grade level rubrics to assess student writing.

Selected Target Areas

SPR (90) I.1.A.3 Articulated Design: The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

SPR (90) I.1.A.4 Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

SPR (90) II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

MEAP, EdVision, DRA, DIBELS, MLPP, Iowa scores
 grade level rubrics
 Change from GLCE's to National Common Core Standards
 Lucy Calkins
 MDE
 US Dept. of Education
 Common Core Curriculum
 6 + 1 writing traits

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will meet bi-monthly to create the ELA pacing guide.	09/08/2010	06/15/2011	K-8 Classroom teachers ELA specialists
Teachers will give opportunities for students to work with and use rubrics to score writing samples in the class. Teachers will focus on cause and effect and compare and contrast text structures throughout all subject areas.	09/08/2010	06/15/2011	All teachers paraprofessionals administration

1.1.1.1. Activity: Development of Pacing Guide

Activity Description: Teachers will meet bi-monthly to create the ELA pacing guide.

Activity Type: Revised

Planned staff responsible for implementing activity: K-8 Classroom teachers
ELA specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/15/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	USAC - Technology	5,600.00	0.00

1.1.1.2. Activity: Rubrics

Activity Description: Teachers will give opportunities for students to work with and use rubrics to score writing samples in the class. Teachers will focus on cause and effect and compare and contrast text structures throughout all subject areas.

Activity Type: Maintenance

Planned staff responsible for implementing activity: All teachers
paraprofessionals
administration

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/15/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Curriculum Crafter	USAC - Technology	5,600.00	0.00
6 + 1 Writing Traits	General Funds	500.00	0.00

Goal 2: Positive Behavior Support

Content Area : Other

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will model expected behaviors.

Gap Statement : 15% of students repeatedly demonstrate inappropriate behaviors

Cause for Gap : Inconsistency in classroom management, documentation, and enforcement.

Multiple measures/sources of data you used to identify this gap in student achievement : Student Information System

Student achievement scores

Behavior Team documentation

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? 95% of students will model expected behaviors consistently

Student Information System

Behavior Support Team logs

Contact Name : Michele Baskin

List of Objectives:

ID	Objective
21142	By the end of the 2010/2011 school year, less than 5% of students will continuously repeat unacceptable behavior.

2.1. Objective: Students will demonstrate positive behaviors

Measurable Objective Statement to Support Goal : By the end of the 2010/2011 school year, less than 5% of students will continuously repeat unacceptable behavior.

List of Strategies:

ID	Strategy	Locked By
21142	Teachers will participate in the school wide positive behavior support system, Love and Logic. Teachers will model and practice with students acceptable positive behaviors.	

2.1.1. Strategy: Behavior Records

Strategy Statement: Teachers will participate in the school wide positive behavior support system, Love and Logic.
Teachers will model and practice with students acceptable positive behaviors.

Selected Target Areas

- SPR (90) I.2.B.2 Best Practice: There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.
- SPR (90) I.3.B.3 Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.
- SPR (90) II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

- Love and Logic
- Response to Intervention
- Responsible thinking process
- MiBLSi
- Various classroom management resources

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will be trained in Love and Logic, Autism awareness, and MiBLSi. Staff will consistently implement and document these strategies throughout the school year.	08/31/2010	06/15/2011	All staff

2.1.1.1. Activity: Staff training

Activity Description: Staff will be trained in Love and Logic, Autism awareness, and MiBLSi. Staff will consistently implement and document these strategies throughout the school year.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: All staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 08/31/2010, End Date - 06/15/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Training	Title II Part D	3,500.00	0.00
MiBLSi grant	Grant	4,000.00	0.00
Texts	General Funds	440.00	0.00

Goal 3: Students will be proficient in Reading

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : All students will be proficient in Reading and be successful in Readers Workshop.

Gap Statement : 15% of our students are not proficient and/or below grade level in Reading.

Cause for Gap : Lack of both support and monitoring in Reading instruction.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP, EdVision,

MLPP, Teacher Evaluation, DRA, DIBELS, and classroom summative assessments.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? Student proficiency will increase at least 10% by the end of 2010/2011 school year. Classroom assessments, MEAP, DRA, EdVision, and DIBELS.

Contact Name : Michele Baskin

List of Objectives:

ID	Objective
21150	Students will achieve at least grade level status on a variety of Reading assessments by the end of 2010/2011 school year.

SPR (90) Challenges : None

3.1. Objective: Students will be proficient in Reading

Measurable Objective Statement to Support Goal : Students will achieve at least grade level status on a variety of Reading assessments by the end of 2010/2011 school year.

List of Strategies:

ID	Strategy	Locked By
21150	Teachers and intervention staff will meet the Reading needs of the individual students through research based balanced literacy methods.	

3.1.1. Strategy: Balanced Literacy

Strategy Statement: Teachers and intervention staff will meet the Reading needs of the individual students through research based balanced literacy methods.

Selected Target Areas

SPR (90) II.1.B.1 Monitoring: School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

Other Required Information for Strategy

What research did you review to support the use of this strategy and action plan?

Allington
 Readingrocket.org
 The Two Sisters
 Michigan Dept. of Ed.
 GISD Literacy Coaches
 Master Literacy Courses

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Leaders will conduct walkthrough observations to ensure balanced literacy is occurring at all levels. Leaders will also attend bi-monthly team meetings.	09/08/2010	06/15/2011	Administration Intervention specialists

3.1.1.1. Activity: Walkthroughs

Activity Description: Leaders will conduct walkthrough observations to ensure balanced literacy is occurring at all levels. Leaders will also attend bi-monthly team meetings.

Activity Type: Maintenance and Revised

Planned staff responsible for implementing activity: Administration
Intervention specialists

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/08/2010, End Date - 06/15/2011

Actual Timeline: Begin Date - N/A, End Date - N/A

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Walkthroughs	none needed	0.00	0.00

Resource Profile

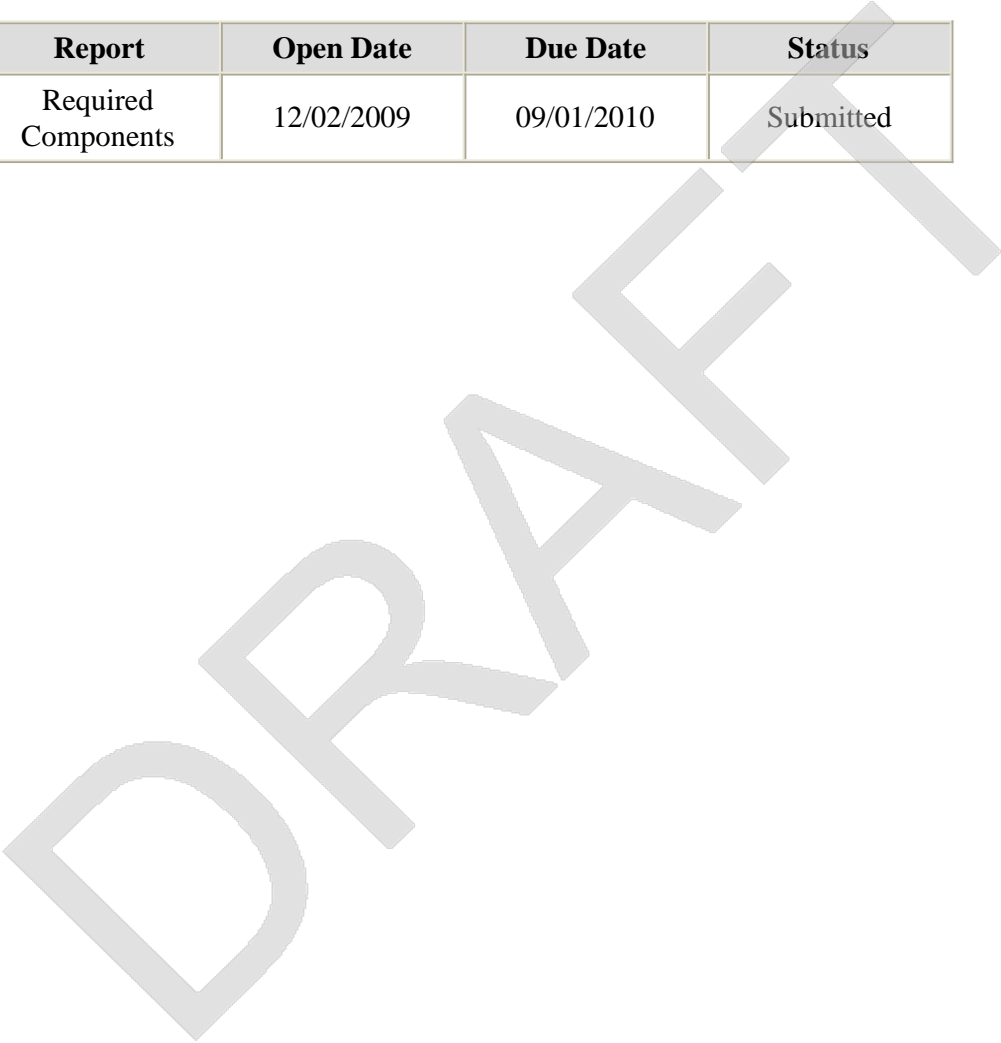
Funding Source	Planned Amount	Actual Amount
General Funds	\$940.00	\$0.00
Title II Part D	\$3,500.00	\$0.00
USAC - Technology	\$11,200.00	\$0.00
Other	\$4,000.00	\$0.00
Other	\$0.00	\$0.00

DRAFT

Title I Required Components

As part of the School Improvement Plan (SIP) submittal process for a given school year, each building receiving Title I funds is required to complete either a Title I Schoolwide Required Components or a Title I Targeted Assistance Required Components. The current status of the Title I Required Components is listed below. The SIP cannot be submitted until the Title I Required Components has a status of Submitted.

Report	Open Date	Due Date	Status
Required Components	12/02/2009	09/01/2010	Submitted



Stakeholders

List of names, positions and e-mail addresses of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

Title	First Name	Last Name	Position	E-mail
Mrs.	Carey	Shemes	Asst. Administrator/Parent	cshemes@wp-academy.org
Mrs.	Michele	Baskin	Administrator	mbaskin@wp-academy.org
Mrs.	Beth	DeBano	intervention specialist	bdebano@wp-academy.org
Mrs.	Amanda	Martin	Intervention Coordinator	amartin@wp-academy.org
Ms.	Allyson	Tetsworth	Technology Teacher	atetswor@wp-academy.org

1. Describe how all stakeholders are involved in the planning, design, monitoring and evaluation of this institution improvement plan.

This committee completed the SPR 90. Stakeholders are leaders/teachers/parents of Woodland Park Academy.

2. Describe how decisions about curriculum, instruction and assessment are made at this institution, and how all stakeholders are involved in the process.

We form committees based on subject area and on school needs. Committees research best practices and make recommendations based on that research.

3. Describe how institution and student information and progress will be shared with all stakeholders in a language that they can understand.

The annual education report is posted on our website, along with our school improvement plan. Reports are created for the board of education and for staff. Test results of standardized testing are shared at parent teacher conferences and in board meetings.

Statement of Non-Discrimination

Federal Office for Civil Rights

The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Contact Information

Schools/Districts are required to designate an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities.

Position of Contact:	Michele Baskin
Address:	2083 E. Grand Blanc Rd. Grand Blanc, MI 48439
Telephone Number:	810-695-4700

References

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

Conclusion

1. What Professional Learning activities will you need to provide to support the successful implementation of this school improvement plan?

We will have Love and Logic training, PLC committees, and eight SIP days that will address the implementation and progress of the school goals.

2. How has the institution integrated its available fiscal resources to support this school improvement plan?

We have applied for and received the MiBLSi and technology grants. The professional development we support financially outside of school for teachers must relate to our Improvement plan, and teachers must share the information with staff. We also maximize the use of our restricted funds to support our plan and reach students with the greatest needs.

3. How has the institution assessed the need for and integrated the use of technology to support this school improvement plan?

The Michigan standards have changed to National standards in ELA and Math, so we have purchased a web based curriculum guide. EdVision is a web based student assessment we take three times a year to measure Reading growth. We have surveyed teachers as to what they need in their classrooms to promote the use of technology and enhance curriculum and student interest, including United Streaming, mounted LCD's, curriculum crafter, and student computers in the classroom.