

# School Performance Report Woodland Park Academy 2009-1010

## Contract

The Board of Trustees of Central Michigan University voluntarily awards contracts for the establishment of charter public schools, as is provided for in Part 6A of Michigan's Revised School Code. Woodland Park Academy opened on 01/02/1996. Its current charter contract took effect on 07/01/2009 and expires on 06/30/2014. At that time, the Board of Trustees may choose to reauthorize the Academy's contract for a term based on the Academy's performance.

## 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.

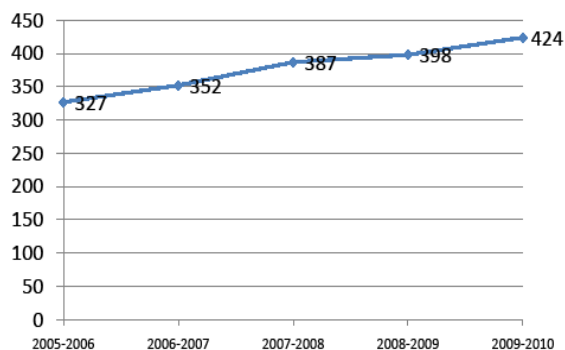
## Highlights/Accomplishments

Woodland Park Academy received and implemented the following competitive grants:

- Applied for and received MiBISi Grant
- Cindy Duhon, 2nd grade teacher, nominated for FOX 66 Golden Apple Award
- Completion of four new classrooms to house 7th and 8th grades
- Community partnerships with Delphi and Logo Robotics
- Blood Drive with American Red Cross
- Added a school rock band to our Fine Arts program

## School Profile

**Enrollment**



## General Information

Address: 2083 East Grand Blanc Road  
Grand Blanc, MI 48439  
Phone: 810-695-4710  
Fax: 810-695-1658  
School Email: mbaskin@wp-academy.org  
Website: www.wpacharterschool.org  
Administrator: Mrs. Michele Baskin

## Board Members

*Following is a list of the current Woodland Park Academy Board members and their positions:*

Board Email: tturner1130@aol.com

<u>Name</u>	<u>Role</u>
Theodore Schmidt	President
William Rausch	Vice President
Angela Staten	Secretary
Paul Vassall	Director

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## State Accountability Measures

### Education YES!

Through *Education YES!* each school in the state receives an annual report card that contains letter grades based on the school's MEAP scores, performance on key educational indicators, and success in making Adequate Yearly Progress (AYP).

	2007-2008 <u>K-8</u>	2008-2009 <u>K-8</u>	2009-2010 <u>K-8</u>
ELA Grade	C	B	A
Math Grade	B	B	A
Science Grade	B	F	B
SS Grade	C	C	D
Self-Assessment	A	A	A
<b>Composite Grade</b>	<b>B</b>	<b>B</b>	<b>B</b>

Schools that receive a composite grade of an A under Education YES! are considered *Summary Accredited*. Schools that received a composite grade of a B, C, or D-Alert are considered *Interim Accredited* and schools that received a composite grade of an F are considered *Unaccredited*.

You can find additional information about the school's report card at:

<https://oeaa.state.mi.us/ayp/>

## Fiscal Accountability

The table below provides information from the 2008-2009 Audited Financial Statements. The minimum foundation allowance for a Michigan public school in 2009-2010 was \$7,316.

2009-2010 Foundation Allowance	\$7,580.00
Fund Balance	\$470,305.26
Fund Balance % of Expenditure	15.04%
Instruction % of Expenditure	483.07%

## Federal Accountability Measures

School Improvement Phase, Adequate Yearly Progress (AYP), Attendance & Graduation, and Student Participation Rate are found in the Full Annual Education Report located on our website [www.wpacharterschool.org](http://www.wpacharterschool.org).

### Parent-Teacher Conferences

The parent-teacher conference participation rate is the percentage of students who were represented by a parent(s)/guardian at the parent-teacher conference.

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>
Participation Rate	95.00	96.00	93.00

### Parents Right to Know

As a parent of a student at this school, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner upon request. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- ⇒ Whether the Michigan Department of Education has certified the teacher for the grades and subjects he or she teaches.
- ⇒ Whether the Michigan Department of Education has decided that the teacher can teach in a classroom without being certified under State regulations because of special circumstances.
- ⇒ The teacher's college major; whether the teacher has any advanced degrees and, if so, the subjects of the degrees.
- ⇒ Whether any teacher's aides or similar paraprofessionals provide services to your child and, if they do, their qualifications.

The documented information is in the following report.

### About This Report

This report was compiled by the administration of Woodland Park Academy using data from the Michigan Department of Education and the Academy. It is intended to help comply with the report requirements of Public Act 25 of 1009 and the federal No Child Left Behind Act.

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## Additional Information

### **Administered Assessments**

*Michigan law requires that schools use a nationally-recognized norm-referenced assessment or another assessment to annually assess student achievement in mathematics and literacy in grades 1-5. Below is information on which assessment(s) the Academy has listed in its contract. For detailed results of these assessments, please contact the school.*

<u>Grades</u>	<u>Test In Contract</u>
1-2	Iowa Test of Basic Skills
2-8	Performance Series/Scantron

### **Curriculum Narrative**

Woodland Park Academy (WPA) has developed a curriculum based on the Michigan Curriculum Framework Standards and Benchmarks along with the Grade Level Content Expectations (GLCE). Committees were formed to research and choose programs that were aligned to these standards. Staff uses ELA and math GLCE tracking sheets to insure instruction of all the GLCE. Gaps have been identified between our program, the standards and other resources such as MEAP Toolboxes and Study Island. Special teachers are also given the GLCE to allow for incorporation into specific subjects. The science and social studies teachers are working with the same process with the content specific GLCE. The Academy uses the reading and writing approach. WPA successfully uses Saxon Math, a program based on continuous review of previously learned concepts, along with daily fact practice and mental math. Each student has an individual GLCE tracking sheet to record mastery or lack of mastery of every GLCE being taught at grade level. This allows teachers to set up individual group instruction or one on one tutoring in order to address specific student needs. The Academy has an Early Intervention Team for the K-3 student and added a 4th-8th grade intervention program to assess, tutor, and evaluate any at-risk students. In addition to the core subjects, the Academy provides art, general music, band, strings, physical education, and technology by highly qualified teachers. Our educators/curriculum program can be found on our website at [www.wpacharterschool.org](http://www.wpacharterschool.org).

### **Improvement Plans**

The School Improvement process established by the Academy is one that includes all teachers, administration, Board of Directors, Business Manager and parent representatives. Each teacher is assigned to a committee that researches the test data, analyzes the results, and makes recommendations for a change in practice or programs. The chair of each committee brings their findings to another committee made up of the chairs, administration, and the Board and parent representatives. The Academy then determines what changes will be made to our programs, what additions we need, what in servicing will help us correct our problems, and practices that need improvement. Next, we set our short term goals in relation to the needs assessment and the strategic plan's long term goals. The committee meets after receiving each set of assessment results and documents the changes that have been made and where improvement has occurred. This takes place approximately three times a year. As of now, we are on target of meeting our short term goals. Our school improvement plan may be found on our website at [www.wpacharterschool.org](http://www.wpacharterschool.org).

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**Mission-Specific Goal Plan: Part 1 - Core Framework**

<b>Mission Statement</b>	<i><b>Our Mission statement is:</b> Woodland Park Academy exists to create a culture of academic excellence that produces students capable of successfully competing in a rigorous high school environment.</i>
<b>Mission-Specific Performance Goal</b>	<p><i><b>What will our school accomplish?</b> Our existing 8<sup>th</sup> graders will have the strong academic background necessary to be placed in the academic track that corresponds with their future plans. They will also understand and possess the life skills needed to be able to make positive choices in relationship to their future plans.</i></p> <p><i><b>How will we know that we have achieved this goal?</b> They will have used our technology programs to research their aptitudes and career interest early in middle school. This will be their guide to choosing and succeeding in the academic courses they will need to further their pursuit of their future plans. We will know when they leave how they did on their placement tests.</i></p>
<b>Measure</b>	<i><b>How will we assess and demonstrate performance toward this goal?</b> They will need to develop an individual career plan (EDP) by the end of 6<sup>th</sup> grade. This portfolio will continually be referred to and perhaps enhanced as they move along in middle school. Each student and their assessment of the class benchmarks will be analyzed by the student and teacher. This process will allow for intervention or enrichment so they will be prepared for the rigors of their chosen high school.</i>
<b>Metric</b>	<i><b>How will we quantify this measure?</b> 90% of all sixth graders will begin and complete their EDP by the end of the school year. The same students will have the 7<sup>th</sup> and 8<sup>th</sup> grade teachers review the plans with each student prior to the beginning of the seventh grade and help them make the necessary choices and provide the tutoring or enrichment they will need in the years to come. The same time 90% of our exiting eighth graders will have satisfactorily completed the courses necessary to be accepted in the high school program that will move them along toward their chosen careers.</i>
<b>1<sup>st</sup>-Year Target</b>	<p><i><b>What do we expect to achieve by the end of our first year?</b> 90% of our exiting sixth graders will have satisfactorily completed the courses necessary to be accepted in the high school academic program that will allow them to fulfill their plans for the future.</i></p> <p><i><u>Rating 1 (Does not meet standard):</u> Fewer than 65% of the 6<sup>th</sup> grade students will have created a well developed and realistic individual career plan that has been evaluated, and conference with the teacher prior to entering 7<sup>th</sup> grade.</i></p> <p><i><u>Rating 2 (Approaching standard):</u> 66-79% of the sixth graders will have created a well developed and realistic individual career plan that has been evaluated, and conference with the teacher prior to entering 7<sup>th</sup> grade.</i></p> <p><i><u>Rating 3 (Exceeds standard):</u> 80-89% of the sixth graders will have created a well developed and realistic individual career plan that has been evaluated, and conference with the teacher prior to entering 7<sup>th</sup> grade.</i></p> <p><i><u>Rating 4 (Exceeds standard):</u> 90-100% of the sixth graders will have created a well developed and realistic individual career plan that has been evaluated, and conference with the teacher prior to entering 7<sup>th</sup> grade.</i></p>

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Mission-Specific Goal Plan: Part 1 - Core Framework Continued...

<p><b>2<sup>nd</sup>-Year Target</b></p>	<p><i><b>What do we expect to achieve by the end of our second year?</b> 90% of our exiting seventh graders will have successfully completed the academic classes necessary to be prepared to enter the rigor of a high school program that will follow their individual career plan.</i></p> <p><i><u>Rating 1</u> (Does not meet standard): Fewer than 65% of the exiting seventh grade students successfully complete their academic courses necessary to prepare them for the high school program related to their individual career plan.</i></p> <p><i><u>Rating 2</u> (Approaching standard): 66-79% of the exiting seventh grade students successfully complete their academic courses necessary to prepare them for the high school program related to their individual career plan.</i></p> <p><i><u>Rating 3</u> (Meets standard): 80-89% of the exiting seventh grade students successfully complete their academic courses necessary to prepare them for the high school program related to their individual career plan.</i></p> <p><i><u>Rating 4</u> (Exceeds standard): 90-100% of the exiting seventh grade students successfully complete their academic courses necessary to prepare them for the high school program related to their individual career plan.</i></p>
<p><b>3<sup>rd</sup>-Year Target</b></p>	<p><i><b>What do we expect to achieve by the end of our third year?</b> 90% of our exiting eighth graders will have satisfactorily completed the courses necessary to be accepted into high school academic program. They will also pass the placement/high school entrance exam that will allow them to enroll in the specific academic program that will fulfill their career plan.</i></p> <p><i><u>Rating 1</u> (Does not meet standard): Fewer than 65% of our exiting eighth grade students will have successfully completed the courses necessary to be accepted into a high school academic program. They will also have passed the placement/high school entrance exam that will allow them to enroll in the specific academic program that will fulfill their career plan.</i></p> <p><i><u>Rating 2</u> (Approaching standard): 66-79% of our exiting eighth grade students will have successfully completed the courses necessary to be accepted into a high school academic program. They will also have passed the placement/high school entrance exam that will allow them to enroll in the specific academic program that will fulfill their career plan.</i></p> <p><i><u>Rating 3</u> (Meets standard): 80-89% of our exiting eighth grade students will have successfully completed the courses necessary to be accepted into a high school academic program. They will also have passed the placement/high school entrance exam that will allow them to enroll in the specific academic program that will fulfill their career plan.</i></p> <p><i><u>Rating 4</u> (Exceeds standard): 90-100% of our exiting eighth grade students will have successfully completed the courses necessary to be accepted into a high school academic program. They will also have passed the placement/high school entrance exam that will allow them to enroll in the specific academic program that will fulfill their career plan.</i></p>

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Mission-Specific Goal Plan: Part 1 - Core Framework Continued...

<p><b>4<sup>th</sup>-Year Target</b></p>	<p><i>What do we expect to achieve by the end of our fourth year?</i></p> <p><u>Rating 1</u> (Does not meet standard): Fewer than 70% of our exiting eighth graders will have successfully completed the courses necessary to be accepted into a high school program. They will also have passed the placement/entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p> <p><u>Rating 2</u> (Approaching standard): 75-85% of our exiting eighth graders will have successfully completed the courses necessary to be accepted into a high school program. They will also have passed the placement/entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p> <p><u>Rating 3</u> (Meets standard): 86-93% of our exiting eighth graders will have successfully completed the courses necessary to be accepted into a high school program. They will also have passed the placement/entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p> <p><u>Rating 4</u> (Exceeds standard): 94-100% of our exiting eighth graders will have successfully completed the courses necessary to be accepted into a high school program. They will also have passed the placement/entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p>
<p><b>5<sup>th</sup>-Year Target</b></p>	<p><i>What do we expect to achieve by the end of our fifth year?</i></p> <p><u>Rating 1</u> (Does not meet standard): Fewer than 80% of our exiting eighth graders will successfully complete the courses necessary to be accepted into a high school program. They will also have passed the placement and/or entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p> <p><u>Rating 2</u> (Approaching standard): 81-89% of our exiting eighth graders will successfully complete the courses necessary to be accepted into a high school program. They will also have passed the placement and/or entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p> <p><u>Rating 3</u> (Meets standard): 90-95% of our exiting eighth graders will successfully complete the courses necessary to be accepted into a high school program. They will also have passed the placement and/or entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p> <p><u>Rating 4</u> (Exceeds standard): 96-100% of our exiting eighth graders will successfully complete the courses necessary to be accepted into a high school program. They will also have passed the placement and/or entrance exam to the level that will allow them to enroll in the specific academic program that will fulfill their career plan.</p>

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**Mission-Specific Goal Plan: Part 2 - Notes and Additional Information**

This section includes additional planning questions that are important for a school to consider in developing a strong Mission-Specific Goal Plan, as well as information and attachments that the authorizer may need to see in order to approve the school's plan.

<p><b>Rationale for Goal, Measure &amp; Metric</b></p>	<p><i><b>Why is this goal important to our mission and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal?</b></i>  <i>The goal is important to our mission because it is our responsibility as teachers and administration to prepare our students who leave WPA to have the best chance to become productive citizens in their communities. The best way is for us to give them the information they need to realize their dreams, reach their greatest potential, and the life skills necessary to overcome obstacles and to make positive decisions during their lives.</i></p>
<p><b>Assessment Reliability and Scoring Consistency</b></p>	<p><i><b>How will we demonstrate both the <u>reliability</u> and <u>scoring consistency</u> of the assessment(s) we plan to use, if non-standardized?</b></i> Middle school teachers will conduct exiting interviews of our students to determine their successes, and where they need intervention and/or enrichment. They will then communicate to the next level teachers what the recommendations will be for the following year. At the end of the eighth grade, students will meet with the counselors of their chosen high school, discuss their grades and results of the MEAP &amp; EDVISION tests, and complete their placement test, and/or entrance exam. We will record whether or not they were allowed to enter high school in the classes they would need to fulfill their career plan.</p>
<p><b>Strategies for Attainment</b></p>	<p><i><b>What are our strategies (curricular, instructional, assessment, organizational, operational) for attaining this goal?</b></i> (Include designation of point person) The technology teacher will introduce the tools students will use to explore career pathways, assess their aptitudes and interests, and research their careers of choice. The teacher will then explain the rubric for developing a well organized and realistic EDP. Throughout the next 2 years students will continue to do research and define one pathway they want to pursue in high school and college/tech school. During their eighth grade year they will present their portfolio to the class as one of the graduation requirements.</p>
<p><b>Baseline Data</b></p>	<p><i><b>What is our beginning data point?</b></i> The incoming 2010 sixth graders will begin their EDP's.</p>
<p><b>Attachments</b></p>	<p><i><b>Attachments to illustrate the assessment(s).</b></i> (Note and attach relevant school-developed assessments and/or assessment tools.</p>

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## Educational Programs

Woodland Park Academy's curriculum includes instruction in the core disciplines of Reading, Writing, Words Their Way, Science, and Social Studies. Also included in our curriculum are Health, Physical Education, Technology, Character Education, and Fine Arts (strings, band, choir, drama, general music, and dancing). WPA believes that students should be taught in each of these areas on a regularly scheduled basis.

WPA wants only highly qualified teachers to be responsible for the education of our students. That is the reason that we have specific teachers outside of the classroom teacher who are certified to provide the lessons in Science, Technology, Physical Education, Art, and Music. This also insures us that the students are being taught all of the state's objectives in ALL areas and not just the core subjects.

### INSTRUCTIONAL METHODS INCLUDE:

- Small group settings
- One on One
- K-8 Interventions in ELA and Math
- Active hands-on learning
- Leveled reading, spelling and math groups
- Cooperative learning
- Use of Technology
- Educational Field Trips such as: Flint Institute of Art and Music, Flint Youth Theater etc.
- MEAP Toolboxes
- Responsible Thinking Questioning
- Constructing models and/or performing experiments
- Structured, self-contained classrooms
- Student Fine Arts Presentations
- Assemblies on Fine Arts, Character Education, other pertinent issues such as
- Bullying, cyber safety
- Study Island 2<sup>nd</sup>-8<sup>th</sup> grades
- ELA Centers
- Response to Intervention Process using Tier I, II, and III strategies (attached) and including Child Study, and Special Education
- Community Service Projects

Woodland Park is devoted to personalizing the process of education, treating each child as an individual with his/her own potential, interests, and needs. We provide students with tasks and opportunities that excite and challenge without overwhelming them.

With the prospective of making learning a lifetime pursuit, WPA's program includes teaching to all of the GLCE's in each subject area and then providing opportunities for them to develop their cultural interests, social behaviors, performance skills, and/or athletic prowess. These skills then allow WPA to implement a social environment that encourages individual freedom while emphasizing the individual's responsibility to their school and home communities. When all of this comes together we will have achieved our mission of producing a student capable of successfully competing in a rigorous high school environment.

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## Educational Programs Continued...

Woodland Park Academy's campus contains Kindergarten through Eighth grades. The instructional program consists of Readers & Writers Workshop, Making Meaning, Words Their Way, Handwriting Without Tears, Social Studies Alive, Science, Saxon Math, Changing Lives Character Education, Technology Literacy and Study Island, Physical Education, Health, Art, General Music, Band Strings, Choir, Dance, Drama. We also have a K-3 Early Intervention Program in both ELA and Math, and an Intervention Program for 4<sup>th</sup> through 8<sup>th</sup> grades in both Math and ELA.

Our academic programs are presented in accordance to the development of attention span, ability to follow directions, staying on task, and working cooperatively in a group as well as having the self-discipline and motivation to work independently. Self-discipline and responsibility for one's own action and decisions is continually taught, demonstrated, and upheld throughout the grade levels in the classroom instruction and our positive behavior program called Responsible Thinking Program. We believe that developing these attributes begins for us the minute our kindergarteners come through the door and the expectations continue to increase and develop at each grade level. Our end result again is to produce a student capable of successfully competing in their chosen high school.

Woodland Park Academy provides a comprehensive program of support designed to assist at-risk learners and students eligible for special education services towards a successful school experience. These services are provided by the classroom teachers in addition to the Tier II intervention teachers (Title I) and paraprofessionals, and when needed the Tier III special education teacher, paraprofessionals, speech therapist, or social worker. These programs are pull-outs as determined by need or provided in the classroom in small groups as additional support.

**ENGLISH LANGUAGE ARTS:** Our program consists of Readers & Writers Workshop, Making Meaning, Handwriting Without Tears, Lucy Calkins Writing, Fountes and Pinnell Phonics, Rigby Reading, Guided Reading, ELA Toolboxes. These are the programs used to teach all Grade Level Content Expectations as determined by the state of Michigan. We assess our students' competency using DIBIELS, DRA, EDVISION, MEAP, Study Island, IOWA Skills, MLPP and teacher driven tests. We record when the GLCE's were taught and when the student mastered them and at what percentage.

**MATHEMATICS:** We use the Saxon Math Program as our primary source of learning. We have aligned the text with the Michigan GLCE's and with the MEAP tests. We group the students according to ability at each grade level and if necessary we also will cross grades for the exceptional or needy learners. We assess our students' competencies by administrating EDVISION, MEAP, IOWA, and Study Island as well as teacher designed tests.

**SCIENCE:** The Science program at WPA is based upon the premise and belief that investigation, exposure, and experience are essential in a quality program. That is the reason that we have two fully equipped science labs, one for K-5<sup>th</sup> grades and the other one for 6<sup>th</sup>-8<sup>th</sup> grades. Our teachers intensely cover the areas of physical, life, and earth sciences. They develop their hands on lessons using many sources such as United Streaming, and kits/units purchased from Carolina or Frye Scientific. These lessons include referencing, investigations and laboratory practices which again help to prepare them to compete in a High School program of their choice. Their lessons align with the Michigan GLCE's and are assessed in a variety of ways. Besides MEAP testing, teachers design experiments and tests to assess mastery of these objectives. They incorporate the writing process for research projects and participate in a local Science Fair where the grade winners move on to the Kettering Institute Science Fair. Throughout our science programs we provide interesting units to act as references and motivational sources for further investigation. Our aim is for each child to achieve the level of competency that is in conjunction with their academic ability.

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## Educational Programs Continued...

**SOCIAL STUDIES:** Woodland Park Academy has adopted and implemented Social Studies Alive curriculum. This program provides real world experiences while teaching about our communities, our country, and our world. It includes journaling, role playing, literature references, mapping and graphing, oral and written presentations, developing their critical thinking skills, inferring, drawing conclusions, predicting, and incorporating our writing processes. This program teaches through the multiple intelligences. This process allows all students to learn in their own way. This curriculum's instruction is also GLCE driven and assessed in a variety of teacher generated tests, MEAP, and other authentic assessments.

**FINE ARTS:** Woodland Park Academy's fine arts program is a very important part of our overall curriculum. In this program we provide general music education for grades K-8, strings instruction is offered to students in grades 2<sup>nd</sup>-8<sup>th</sup> on a voluntary basis, we also offer band 4<sup>th</sup>-8<sup>th</sup> grades and choir for 6<sup>th</sup>-8<sup>th</sup> grades. We have a K-8<sup>th</sup> grade Art program with Advance Art offered to 6<sup>th</sup>-8<sup>th</sup> graders. Drama is taught as an after school class.

Through our Fine Arts programs students develop their intellect, an understanding of the culture and creative nature of musical artistry and make connections among music, the other arts, technology and other aspects of social life. Through creative performance students apply the expressive technical skills of music and develop critical thinking skills to evaluate multiple forms of problem solving.

Our fine arts program reflects the many different musical periods, styles and culture. Students understand the role of fine arts in history and are able to participate successfully in a diverse society. By analyzing and evaluating music and art it creates ideas for developing criteria for making crucial judgments and informed choices.

**TECHNOLOGY LITERACY:** Woodland Park Academy sees technology as the systematic application of knowledge, materials, tools and skills to extend human capabilities. Learning with and about technology prepares students to live responsibly in a democratic, technology driven society. Students will use technology for knowledge and skill acquisition, communication and information management, problem solving, creative expression, research, design, and product development. Learners become technologically capable when they apply technology across curricular areas. It is also beneficial when technology is used throughout the learning and assessment process.

**PHYSICAL EDUCATION/HEALTH:** Lessons for our K-8 program focus on activities to develop basic fundamental motor skills and good body management. This is accomplished through calisthenics, dance, drill, and practice. We emphasize the why and how nutrition and exercise are important and what it does for your overall physical and mental health. We start early in introducing skills needed in sports, creative movement like dance, stunts and games. As they get older we progress to highly structured and competitive activities, as well character traits such as team building, to enable them to successfully participate in soccer, basketball, volleyball gymnastics, softball, baseball, archery, and dance.

At the middle school level we implement a human sexuality program that deals with developing positive and appropriate relations. This program is abstinence based and consists of many activities that deal with making good choices and reacting appropriately in social situations.

We have competitive level sports teams in grades 4-8 in basketball, volleyball, soccer, and cheerleading. We also offer dance open to all ages.

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Educational Programs Continued...

**CHARACTER EDUCATION:** Our new Changing Lives is a program that we offer K-8 and deals with a new life skill every week. Our whole school focuses on this skill and it is discussed and practiced each day. Home activities are also sent out from the office so parents can work on these skills at home at the same time.

Woodland Park Academy's curriculum includes instruction in the core disciplines of Reading, Writing, Words Their Way, Science, and Social Studies. Also included in our curriculum are Health, Physical Education, Technology, Character Education, and Fine Arts (strings, band, choir, drama, general music, and dancing). WPA believes that students should be taught in each of these areas on a regularly scheduled basis.

**RESPONSIBLE THINKING PROGRAM:** Is a school wide behavior program that focuses on classroom and school behaviors. There is a process in place where students are asked a series of questions revolving around the inappropriate or disruptive behavior and after a couple of chances to make adjustments or changes on their own are referred to the Responsible Thinking Classroom (RTC).

The RTC teacher helps the student develop a plan on addressing the inappropriate behaviors and what they need to do to correct it and what things we can do the help them accomplish their goals. They take the plan back to their teacher and conference regarding the accuracy of the incident and the direction the plan will take them. After a specific number of infractions parents are called, and interventions put into effect. If the behaviors are serious it could lead to suspension.

**ASSESSMENT PROCESS:** Woodland Park Academy parents are continuously kept informed about their child's academic progress through our computer program called FOCUS. This is a web-based site that parents can log in and check their child's attendance, homework grades and their overall grades. They will also be able to see their discipline reports. Our 2<sup>nd</sup>-8<sup>th</sup> grade students' work on a computer program called Study Island. This program addresses the Michigan benchmarks in both reading and math. Students can continue working on this program at home by logging in and it will continue where they left off on their previous session. Parents and teachers can check for mastery of each skill taught. We send home progress reports quarterly, GLCE based report cards quarterly and have 2 parent-teacher conferences a year. Teachers send home and place their newsletters on our website. Parents and teachers also can communicate through email or telephone with questions on a child's progress. We use MEAP, EdVision, DIBELS, DRA'S, MLPP, and Iowa Basic Skills Tests to assess the student's gains and mastery of our Grade Level Content Expectations. Reports from these assessments are always sent home to the parents.