

School Improvement Plan

School Year: 2010

School District: Mt. Clemens Community School District

Intermediate School District: Macomb ISD

School Name: Washington Academy of Science and Arts

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

Principal: Mr. George E Loder

Building Code: 09336

District Approval of Plan:

Authorized Official Signature and Date

Board of Education Approval of Plan:

Authorized Official Signature and Date

School Improvement Plan

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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

School Information

School:	Washington Academy of Science and Arts
District:	Mt. Clemens Community School District
Public/Non-Public:	Public
Grades:	K,1,2,3,4,5,6
School Code Number:	09336
City:	Mt. Clemens
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Washington Academy staff will ensure all students are in academically rigorous classes focusing on improving academic achievement by 90% or one academic year.

Mission Statement

Mission Statement

The mission of George Washington Academy is to provide a dynamic environment where all students will:

- Experience a caring, safe, trusting atmosphere
- Acquire skills that will prepare them to be competitive in an ever-changing world
- Establish a foundation for a successful transition to the next educational phase
- Develop into life-long learners

Beliefs Statement

*We believe that every child can succeed beyond expectations.

*We believe that the racial and cultural diversity in the Mount Clemens Community School District provides experience for all students.

*We believe that everyone, regardless of cultural, racial, socioeconomic, age, or religious differences, should be treated with respect.

*We believe that our staff, our students and our community working together provide the strength and resources for the District to offer a quality education for all students.

*We believe in continuous school improvement with a high quality staff development, curriculum review and alignment.

*We believe that Mount Clemens Community School District is an excellent educational choice for all learners.

Goals

ID	Name	Development Status	Progress Status
16498	Increase in Math scores for 3-6 gr.	Approved	Open
20820	Increase student performance in Reading	Approved	Open
20834	Increase student performance in writing	Approved	Open

Goal 1: Increase in Math scores for 3-6 gr.

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : By October, 2011 All students will show an improvement in math with an annual increase of 5% in grades 3 - 6 based on the MEAP results.

Gap Statement : All students will understand and apply basic properties and concepts with problems in geometry.

Cause for Gap : Based upon our Core Math Data Analysis, our weakest area across grades falls under the Geometric Strand GLCEs.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Trend data, School/Class Analysis of MEAP Data, Golden Packet statistics

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? All students will show improvement based on their Grade level Content Expectations. The students will be assessed using AIMS Web, MEAP and classroom based summative assessments. Growth will be monitored with an emphasis that students will be able to:

- increase problem-solving and computation skills
- understand and apply basic properties of; numerical operations, geometry, measurement, statistics and data analysis and probability also algebra.
- understand and apply basic concepts with constructed-response problems.
- apply computation and thinking skills to daily study, word problems, and classroom life experiences.

Contact Name : George Loder

List of Objectives:

ID	Objective
24813	All students grades 3rd, 4th, 5th and 6th will show a 5% increase annually based on the MEAP results

1.1. Objective: All 6th grade students will show an improvement in math

Measurable Objective Statement to Support Goal : All students grades 3rd, 4th, 5th and 6th will show a 5% increase annually based on the MEAP results

List of Strategies:

ID	Strategy	Locked By
24813	Align Core subject Areas with GLCEs	

1.1.1. Strategy: All 5th grade students will show an improvement in math

Strategy Statement: Align Core subject Areas with GLCEs

Selected Target Areas

SAR 3.4 Supports instruction that is research-based and reflective of best practice

Other Required Information for Strategy

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

Teachers use Early Release /Wednesdays to plan for student activities for tutorial and enrichment as well as prepare lessons for Instructional Focus topics. The Instruction Focus topics are derived from the Core GLCEs across the curriculum with an emphasis on the Core GLCEs that were weak areas on the MEAP

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers use Early Release Wednesdays to plan for student activities for tutorial and enrichment as well as prepare lessons for Instructional Focus topics. The Instructional Focus topics are derived from the Core GLCEs across the curriculum with an emphasis on the Core GLCEs that were weak areas on the MEAP	09/16/2009	05/12/2010	Teaching staff

1.1.1.1. Activity: Teacher Collaboration

Activity Description: Teachers use Early Release Wednesdays to plan for student activities for tutorial and enrichment as well as prepare lessons for Instructional Focus topics. The Instructional Focus topics

are derived from the Core GLCEs across the curriculum with an emphasis on the Core GLCEs that were weak areas on the MEAP

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teaching staff

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/16/2009, End Date - 05/12/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Collaboration	No Funds Required	0.00	0.00

Goal 2: Increase student performance in Reading

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : With the use of increased curriculum alignment, aligning the lessons with the appropriate GLCE's, along with using annual trend data to monitor progress and enhance lessons to support student progress, all students will be expected to maintain growth and show an improvement with an increase in grades 3-6 based on the MEAP results.

Gap Statement : Our proficiency trend indicates students had been progressing and the focus will continue on the link between the 3,4,5 and 6th grades. Our trend data has shown that the trend has started to decline.

Cause for Gap : Increased turnover in school population, loss of continuity from grade level to grade level do to a high mobility rate within Washington Academy as well as the school district.

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP data trend, School/class analysis of MEAP data, Golden Packet statistics.

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? All students will show improvement based on their Grade level Content Expectations. The students will be assessed using MEAP, DIBELS and classroom based summative assessments. Growth will be monitored with an emphasis that students will be able to:

- read a descriptive narrative and predict an outcome based on the passage
- use prior knowledge to make sense out of what is read and make a prediction
- identify the main idea of a short passage
- to develop methods of self-help comprehension
- to draw inferences from context clues of various texts

Contact Name : George Loder

List of Objectives:

ID	Objective
24806	All students will maintain growth and show an improvement with an increase of 5% in grades 3-6 in the area of Reading Comprehension. All students will be able to draw inferences from context clues of various texts All students will be able to identify the author's purpose,to read a descriptive narrative and predict an outcome based on the passage and be able to use prior knowledge to make sense out of what is read and make a prediction.

2.1. Objective: Maintain growth in the area of Reading Comprehension

Measurable Objective Statement to Support Goal : All students will maintain growth and show an improvement with an increase of 5% in grades 3-6 in the area of Reading Comprehension. All students will be able to draw inferences from context clues of various texts All students will be able to identify the author's purpose,to read a descriptive narrative and predict an outcome based on the passage and be able to use prior knowledge to make sense out of what is read and make a prediction.

List of Strategies:

ID	Strategy	Locked By
24806	The Principal, Instructional Staff and Support Staff will be responsible to ensure students are successfully progressing in reading. The research based strategies used to support student improvement will be: -utilizing teaching material to support curriculum content areas to build vocabulary skills. -Identify similarities and differences in context using clues and prior knowledge -Summarize and take notes taking in reading across grade levels and content areas using Differentiated Instruction.	

2.1.1. Strategy: Reading improvement Strategies

Strategy Statement: The Principal, Instructional Staff and Support Staff will be responsible to ensure students are successfully progressing in reading. The research based strategies used to support student improvement will be:

- utilizing teaching material to support curriculum content areas to build vocabulary skills.
- Identify similarities and differences in context using clues and prior knowledge
- Summarize and take notes taking in reading across grade levels and content areas using Differentiated Instruction.

Selected Target Areas

SAR 1.1 Establishes a vision for the school in collaboration with its stakeholders
SAR 1.4 Develops and continuously maintains a profile of the school, its students, and the community
SAR 1.6 Reviews its vision and purpose systematically and revises them when appropriate
SAR 6.5 Provides information that is meaningful and useful to stakeholders

Other Required Information for Strategy

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

The effectiveness of Differentiated Instruction research was conducted by U.S. Department of Education Sciences Regional Educational Laboratory Program.

"Impact of the Measures of Academic Progress on Differentiated Instruction and Student Achievement".

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers will teach root words to according to their Grade Level Expectations, subject areas lesson content. Students will choose a word or group of words to present or teach to a classmate.	09/21/2009	05/07/2010	All Instructional staff will modify with above activity according to their Grade Level Content Expectations.

2.1.1.1. Activity: Building Vocabulary using Differentiated Instruction

Activity Description: Teachers will teach root words to according to their Grade Level Expectations, subject areas lesson content. Students will choose a word or group of words to present or teach to a classmate.

Activity Type: None

Planned staff responsible for implementing activity: All Instructional staff will modify with above activity according to their Grade Level Content Expectations.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/21/2009, End Date - 05/07/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Collaboration	No Funds Required	0.00	0.00

Goal 3: Increase student performance in writing

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All 5th grade students will maintain growth and show an improvement with increase of 5% based upon the linking of GLCEs K-4.

Gap Statement : Our proficiency trend indicates students are progressing and the focus will continue on with the link between 4th, 5th, grades. The trend has started to decline.

Cause for Gap : the Loss of the writing program in the 3rd and 4th grades

Multiple measures/sources of data you used to identify this gap in student achievement : MEAP Trend data, School/Class Analysis of MEAP Data

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? Students will be able to write a story using a main idea.

Students will be able to increase mechanical skills of writing using correct grammar, application and spelling skills.

Contact Name : George Loder

List of Objectives:

ID	Objective
24796	All 5th grade students will show an 5% improvement in writing skills.

3.1. Objective: All 5th grade students will show a increase in writing

Measurable Objective Statement to Support Goal : All 5th grade students will show an 5% improvement in writing skills.

List of Strategies:

ID	Strategy	Locked By
24796	We will align core subject area (science with GLCEs. Utilize designated time effective to improve student progress through teacher collaboration. Use annual trend data to monitor progress and enhance lessons to support student progress.	

3.1.1. Strategy: Increase student performance in Science

Strategy Statement: We will align core subject area (science with GLCEs.

Utilize designated time effective to improve student progress through teacher collaboration.

Use annual trend data to monitor progress and enhance lessons to support student progress.

Selected Target Areas

SAR 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices
SAR 3.8 Implements interventions to help students meet expectations for student learning

Other Required Information for Strategy

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

The Washington Academy Staff completed a School comprehensive analysis report on the Science program at Washington and used our districts Golden Packet statistics to verify the data that was evident in the analysis of our MEAP scores.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Teachers of the same grade level or subject area meet on selected Wednesdays (designated by the district) to meet, plan and disaggregate data that with increase the instruction effectiveness of the grade or subject area they are focusing on.	09/16/2009	05/12/2010	Teaching staff that share the same grade level or subject area or other common educational concern.

3.1.1.1. Activity: Teacher Collaboration Time

Activity Description: Teachers of the same grade level or subject area meet on selected Wednesdays (designated by the district) to meet, plan and disaggregate data that with increase the instruction effectiveness of the grade or subject area they are focusing on.

Activity Type: Maintenance

Planned staff responsible for implementing activity: Teaching staff that share the same grade level or subject area or other common educational concern.

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/16/2009, End Date - 05/12/2010

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Teacher Collaboration	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00

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.	Monique	McBurrows	Title I Parapro	mcborrowsm@mtcps.org

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

Members of the community and part of the staff, she is the lead teacher of the Student Success Lab.

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

Ms McBurrows is involved in all parts of the Success Lab influence on Washington Academy. She is directly involved in funding, curriculum, and instruction,

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

Open House at the beginning of the year, Parent Teacher Conferences, Title I parent night, the information will be included in the mailings that are sent home at conference time.

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:

Principal

Address:

155 Cass Avenue

Telephone Number:

586 461-3400

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 conduct on going professional development in the areas of Differentiated Instruction Strategies, progress monitoring of student achievement and maintaining research based instruction strategies to support all student levels.

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

Using teaching collaboration time, grade level meetings and professional development peer to peer learning sessions, we have maximized our resources to support student growth and achievement. By hiring qualified paraprofessionals, increasing parent participation and involvement programming, supporting struggling students to make a connection between home and school our school improvement plan has shown success. It is a continuous work toward progress.

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

The students have access to computer programming that supports their individual academic needs. Digital Video Cameras have allow our teachers to differentiate their instruction. These are examples based on the results of a survey of our parents and their response to upgrading and improving our current technology plan.