

School Improvement Plan

School Year: 2010

School District: Wavecrest Career Academy

Intermediate School District: Ottawa Area ISD

School Name: Wavecrest Career Academy

Grades Served: 9,10,11,12

Principal: Mr. Anthony D Petersen

Building Code: 09700

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:	Wavecrest Career Academy
District:	Wavecrest Career Academy
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	09700
City:	HOLLAND
State/Province:	Michigan
Country:	United States

Vision

Vision Statement

Wavecrest Career Academy will provide:

Individual and meaningful relationships with staff.

A small school environment with small class sizes when possible and feasible.

CTE focus in all aspects of the educational program.

Educational system and support so that all students will realize a positive impact on their future.

A component of a regional secondary educational system allowing students the flexibility to meet their changing individual needs that may change over time.

Mission Statement

Wavecrest Career Academy enables secondary students to achieve a high school diploma through individualized learning programs that include career preparation, a purposeful transition into the career of their choice, and post-secondary education.

Beliefs Statement

At Wavecrest Career Academy we believe that:

All education is career focused.

Success is the only option.

Flexible structures, curriculum, instruction and assessment are required for student success.

Data-driven student and curriculum planning strengthens instruction and enhances student success

Student centered learning includes student involvement, a positive learning environment, relationship building, individualized attention and excited students.

A diverse environment protects and guarantees the dignity of each student, and values diverse gifts of all learners.

Partnerships including the community, businesses, parents and the school family strengthen the program and enhance student success.

Wavecrest staff advocate for our students.

Goals

ID	Name	Development Status	Progress Status
9810	Mathematical Reasoning	Approved	Open
9830	Reading Comprehension	Approved	Open
9835	Scientific Reasoning	Approved	Open
9839	Social Studies Writing	Approved	Open

Goal 1: Mathematical Reasoning

Content Area : Math

Goal Source : cna

Development Status : Approved

Student Goal Statement : All students will be proficient in mathematics.

Gap Statement : As reported in the 2010 MME scores, our students are performing at 16% proficient which is significantly below the state requirement.

Cause for Gap : All of our students come to us from local school districts. Many of the students come to Wavecrest because they are behind on credits or struggling academically. Many of them are significantly below their grade level for math. We as a school need to provide interventions for those students failing to meet the curriculum requirements.

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

Classroom Assessments

Transcripts from local schools

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 receive a 1 or 2 on the Math portion of the MME

Contact Name : Shawn Zimmerman

List of Objectives:

ID	Objective
17968	All students will increase their skills in the area of mathematical reasoning; the percentage of students that demonstrate proficiency on the MME will increase from 16% to 25% by the end of the 2010-2011 School Year. All students will score proficient on end of module math assessments achieving at least a 70%.

SPR (90) Challenges : None

1.1. Objective: Mathematical Reasoning

Measurable Objective Statement to Support Goal : All students will increase their skills in the area of mathematical reasoning; the percentage of students that demonstrate proficiency on the MME will increase from 16% to 25% by the end of the 2010-2011 School Year. All students will score proficient on end of module math assessments achieving at least a 70%.

List of Strategies:

ID	Strategy	Locked By
17968	Staff will provide after school tutoring once a week for students performing below their grade level or failing one or more of their core classes.	
17968	One certified Teacher and one paraprofessional will provide assistance to at-risk students with online learning in order to recover credit and strengthen skills within core content areas.	

1.1.1. Strategy: After School Tutoring

Strategy Statement: Staff will provide after school tutoring once a week for students performing below their grade level or failing one or more of their core classes.

Selected Target Areas

SPR (90) II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

SPR (90) III.2.A.2 Staff Collaboratively Analyze Student Work: Staff continuously collaborates to adjust instruction based on on-going student performance.

Other Required Information for Strategy

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

Success for All Foundation- one to one tutoring

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will participate in providing after school one-on-one tutoring for students who are at risk of or failing one or more of their core classes.	09/07/2010	06/07/2011	Tony Petersen Ben Gitler Shawn Zimmerman Greg Tyler Lori Sharkey Craig Steenstra Nicholas Lewin Eryn Sluiter Lisa Riley

1.1.1.1. Activity: After School Tutoring

Activity Description: Staff will participate in providing after school one-on-one tutoring for students who are at risk of or failing one or more of their core classes.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen

- Ben Gitler
- Shawn Zimmerman
- Greg Tyler
- Lori Sharkey
- Craig Steenstra
- Nicholas Lewin
- Eryn Sluiter
- Lisa Rilley

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
After School Tutoring	Title I Part A	6,536.00	0.00

1.1.2. Strategy: Online Learning Support

Strategy Statement: One certified Teacher and one paraprofessional will provide assistance to at-risk students with online learning in order to recover credit and strengthen skills within core content areas.

Selected Target Areas

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.

Other Required Information for Strategy

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

Success for All Foundation: one-to-one tutoring

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
One certified teacher and one para professional will provide online learning support to at-risk students within their core classes.	09/07/2010	06/07/2011	Tony Petersen Ben Gitler Shari Gillette Shawn Zimmerman Greg Tyler Lori Sharkey Craig Steenstra Nicholas Lewin Eryn Sluiter Lisa Riley

1.1.2.1. Activity: Online Learning Support

Activity Description: One certified teacher and one para professional will provide online learning support to at-risk students within their core classes.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen

Ben Gitler

Shari Gillette

Shawn Zimmerman

Greg Tyler

Lori Sharkey

Craig Steenstra

Nicholas Lewin

Eryn Sluiter

Lisa Riley

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Online Learning Support	Title I Part A	37,693.00	0.00

Goal 2: Reading Comprehension

Content Area : English Language Arts

Goal Source : cna

Development Status : Approved

Student Goal Statement : All students will be proficient in reading.

Gap Statement : As measured by the Spring MME 2010 the reading scores were at 25% proficient which is significantly lower than the state requirement. Based on reading pre-tests from the 2009-2010 school year approximately 60% of all Wavecrest students were below grade level in reading comprehension.

Cause for Gap : The majority of students come to Wavecrest with reading deficiencies, which is, in part, why they do not succeed in traditional settings. In addition, Wavecrest has not given scheduled or consistent reading comprehension tests throughout the year to monitor student progress. The school does not provide sufficient direct instruction to help those students improve.

Multiple measures/sources of data you used to identify this gap in student achievement : The measures used to identify this gap include the ACT/ MME and the results of the reading comprehension test administered at the beginning of the year.

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? The number of students earning a proficient score on the reading portion of the MME will improve at least 10% from 25% to 35% during the 2010-2011 school year.

60% of all students will comprehend reading at grade level according to the test(s) administered.

Student grades on reading assessments in content areas will improve by at least 20%.

Contact Name : Craig Steenstra

List of Objectives:

ID	Objective
18256	The percentage of students proficient on the reading portion of the MME will increase from 25% to 35% by the end of the 2010-2011 school year.

SPR (90) Challenges : None

2.1. Objective: Reading Comprehension

Measurable Objective Statement to Support Goal : The percentage of students proficient on the reading portion of the MME will increase from 25% to 35% by the end of the 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
18256	The teachers will develop and implement pre, during, and post reading assessments across the curriculum for all students in order to assess, monitor and provide interventions for students reading below grade level.	
18256	A mentor will be provided to assist students below grade level, at risk of, or failing one of their core academic classes. The mentor will provide support within the classroom and after-school tutoring.	

2.1.1. Strategy: Reading Comprehension Strategies

Strategy Statement: The teachers will develop and implement pre, during, and post reading assessments across the curriculum for all students in order to assess, monitor and provide interventions for students reading below grade level.

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.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) IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

Other Required Information for Strategy

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

Teaching Children to Read by the National Reading Panel
 Alliance for Excellence in Education
 Texas Education Agency

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
At least three staff development sessions will be scheduled to instruct staff about various comprehension strategies and how to apply them to various reading tasks.	09/07/2010	06/07/2011	Tony Petersen Ben Gitler Shari Gilette Craig Steenstra Lori Sharkey Greg Tyler Shawn Zimmerman Nicholas Lewin Eryn Sluiter Lisa Rilley Tim Marroquin

2.1.1.1. Activity: Reading Comprehension Strategies Training

Activity Description: At least three staff development sessions will be scheduled to instruct staff about various comprehension strategies and how to apply them to various reading tasks.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen

Ben Gitler
Shari Gilette
Craig Steenstra
Lori Sharkey
Greg Tyler
Shawn Zimmerman
Nicholas Lewin
Eryn Sluiter
Lisa Rilley
Tim Marroquin

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
OAISD Instructional Services Staff	No Funds Required	0.00	0.00

2.1.2. Strategy: Mentor

Strategy Statement: A mentor will be provided to assist students below grade level, at risk of, or failing one of their core academic classes. The mentor will provide support within the classroom and after-school tutoring.

Selected Target Areas

SPR (90) IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

SPR (90) IV.2.B.4 Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

Other Required Information for Strategy

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

Success for All Foundation- One to One Tutoring
 International Center for Leadership- Rigor Relevance Framework
 Mentoring fo meaningful Results by Kristie Probst

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
A mentor will be provided to assist students below grade level, at risk of, or failing one of their core academic classes. The mentor will provide academic support within the classroom and after-school tutoring.	09/07/2010	06/07/2011	Tony Petersen Shari Gillette Ben Gitler Erin Hughes Lori Sharkey Craig Steenstra Greg Tyler Shawn Zimmerman

2.1.2.1. Activity: Mentoring

Activity Description: A mentor will be provided to assist students below grade level, at risk of, or failing one of their core academic classes. The mentor will provide academic support within the classroom and after-school tutoring.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen
 Shari Gillette
 Ben Gitler
 Erin Hughes
 Lori Sharkey
 Craig Steenstra
 Greg Tyler
 Shawn Zimmerman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Mentoring	Title I Part A	17,442.00	0.00

Goal 3: Scientific Reasoning

Content Area : Science

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Science.

Gap Statement : As measured by the Spring 2010 MME, our science scores were at 28% proficient which is significantly below the state average.

Cause for Gap : All of our students come to us from other local schools. Most of the students come to Wavecrest because they are behind on credits or have struggled academically. Wavecrest does not possess the ability to teach all science classes each year resulting in not addressing all science MME targets every year.

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

Classroom Assessments

Transcripts from other schools

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? Increase over all MME scores from 28% proficient to 38% proficeint.

All students will score proficient on the end of module assessments, earning at least a 70%.

All students will score a 1 or 2 on the Science portion of the MME.

Contact Name : Greg Tyler

List of Objectives:

ID	Objective
18491	All students will increase their skills in the area of scientific reasoning. The percentage of students profient on the science portion of the MME will increase from 28% to 28% by the end of the 2010-2011 school year.

3.1. Objective: Scientific Reasoning

Measurable Objective Statement to Support Goal : All students will increase their skills in the area of

scientific reasoning. The percentage of students proficient on the science portion of the MME will increase from 28% to 28% by the end of the 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
18491	Staff will implement project based learning activities across the curriculum.	

3.1.1. Strategy: Project Based Learning

Strategy Statement: Staff will implement project based learning activities across the curriculum.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

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) I.1.A.5 Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

SPR (90) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

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.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

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.

Other Required Information for Strategy

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

Project Based Learning by the Buck Institute for Education

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will participate in a project based learning 101 two day session in August of 2010. They will participate in two follow up sessions throughout the school year to focus on curriculum design and implementation of PBL strategies as provided by the Buck Institute.	09/07/2010	06/07/2011	Tony Petersen Ben Gitler Greg Tyler Craig Steenstra Shawn Zimmerman Nicholas Lewin Eryn Sluiter Lori Sharkey Lisa Rilley Shari Gillette Tim Marroquin

3.1.1.1. Activity: Project Based Learning Staff Professional Development

Activity Description: Staff will participate in a project based learning 101 two day session in August of 2010. They will participate in two follow up sessions throughout the school year to focus on curriculum design and implementation of PBL strategies as provided by the Buck Institute.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen

- Ben Gitler
- Greg Tyler
- Craig Steenstra
- Shawn Zimmerman
- Nicholas Lewin
- Eryn Sluiter
- Lori Sharkey
- Lisa Rilley
- Shari Gillette
- Tim Marroquin

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Buck Institute Professional Development Trainers	Title I Part A	8,300.00	0.00

Goal 4: Social Studies Writing

Content Area : Social Studies

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in Social Studies.

Gap Statement : As measured by the Spring MME 2010, our students scored at 9% proficient in writing and 62% proficient in Social Studies. These scores are below the state average.

Cause for Gap : All of our students come to us from other local schools. Most of the students come to Wavecrest because they are behind on credits or have struggled academically. The school needs to provide interventions to improve their writing skills within social studies.

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

Classroom Assessments

MEAP

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 test proficient on the Social Studies and writing portions of the MME.

All students will test proficient on the Social Studies portion of the MEAP.

All students will test proficient on the end of module assessments receiving at least a 70%.

Contact Name : Lori Sharkey

List of Objectives:

ID	Objective
18719	All students will increase their skills in the area of writing. The percentage of students proficient on the writing portion of the MME will increase from 9% to 19% by the end of the 2010-2011 school year. The percentage of students proficient on the social studies portion of the MME will increase from 62% to 72% and the MEAP from 30% to 40% by the end of the 2010-2011 school year.

4.1. Objective: Writing Across the Curriculum

Measurable Objective Statement to Support Goal : All students will increase their skills in the area of writing. The percentage of students proficient on the writing portion of the MME will increase from 9% to 19% by the end of the 2010-2011 school year. The percentage of students proficient on the social studies portion of the MME will increase from 62% to 72% and the MEAP from 30% to 40% by the end of the 2010-2011 school year.

List of Strategies:

ID	Strategy	Locked By
18719	Staff will implement opinion based and persuasive writing techniques across the curriculum.	

4.1.1. Strategy: Opinion Based and Persuasive Writing

Strategy Statement: Staff will implement opinion based and persuasive writing techniques across the curriculum.

Selected Target Areas

SPR (90) I.1.A.1 Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

SPR (90) I.1.A.2 Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

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) I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

SPR (90) I.1.B.2 Students: The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

SPR (90) I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

SPR (90) I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

SPR (90) I.2.B.3 Student Engagement: Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

SPR (90) I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

Other Required Information for Strategy

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

The DBQ Method by Phil Roden and Chip Brady

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Staff will participate in regional and state conferences that address the issue of writing across the content areas.	09/07/2010	06/07/2011	Tony Petersen Ben Gitler Shari Gillette Lori Sharkey Shawn Zimmerman Greg Tyler Craig Steenstra Nicholas Lewin Lisa Rilley Eryn Sluiter
Staff will participate in a professional development on writing across the curriculum provided by ISD consultant meet monthly in PLCs to discuss its implementation and analyze student progress with writing.	09/07/2010	06/07/2011	Tony Petersen Shari Gillette Ben Gitler Lori Sharkey Craig Steenstra Greg Tyler Shawn Zimmerman Lisa Rilley Nicholas Lewin Eryn Sluiter Rita Riembold

4.1.1.1. Activity: Writing Across the Curriculum Training

Activity Description: Staff will participate in regional and state conferences that address the issue of writing across the content areas.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen
Ben Gitler
Shari Gillette
Lori Sharkey
Shawn Zimmerman
Greg Tyler
Craig Steenstra
Nicholas Lewin
Lisa Rilley
Eryn Sluiter

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Across the Curriculum Training	Title II Part A	4,160.00	0.00

4.1.1.2. Activity: Writing Across the Curriculum Professional Development

Activity Description: Staff will participate in a professional development on writing across the curriculum provided by ISD consultant meet monthly in PLCs to discuss its implementation and analyze student progress with writing.

Activity Type: None

Planned staff responsible for implementing activity: Tony Petersen

- Shari Gillette
- Ben Gitler
- Lori Sharkey
- Craig Steenstra
- Greg Tyler
- Shawn Zimmerman
- Lisa Rilley
- Nicholas Lewin
- Eryn Sluiter
- Rita Riembold

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 09/07/2010, End Date - 06/07/2011

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Writing Across the Curriculum Professional Development	No Funds Required	0.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
No Funds Required	\$0.00	\$0.00
Title I Part A	\$69,971.00	\$0.00
Title II Part A	\$4,160.00	\$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
Mr.	Anthony	Petersen	Director	tpeterse@wavecrestacademy.org
Mr.	Benjamin	Gitler	School Improvement Chair	bgitler@wavecrestacademy.org
Mr.	Craig	Steenstra	English Teacher	csteenst@wavecrestacademy.org
Mr.	Shawn	Zimmerman	Math Teacher	szimmerm@wavecrestacademy.org
Mrs.	Lori	Sharkey-Mulcahy	Social Studies Teacher	lsharkey@wavecrestacademy.org
Mr.	Greg	Tyler	Science Teacher	gtyler@wavecrestacademy.org

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

All stakeholders have been involved in data analysis and discussion of improving instruction through a variety of meetings throughout the school year. All members of the team have worked to design the current plan and meet monthly to review progress, analyze data and make adjustments as needed.

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

Decisions about curriculum, instruction and assessments are made based on data analysis of student achievement and current research conducted on new instructional strategies. When there is identification of a change needed or area of concern, research is conducted on current best practices for instruction. Based on the results of the research the team decides whether or not to adopt the new initiative to improve the are of concern. Professional development is provided for all those utilizing the strategy and feedback is collected monthly on the progress of the initiative or change in curriculum, instruction or assessments.

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

The information and progress is shared with teachers, students and parents. Staff meet weekly and updates on the SIP are provided, There are regular parent meetings conducted by the director to ensure that parents are informed of the progress of the plan and changes taking place. The information is presented in a very clear common language presentation. Students are involved in the process through discussion with teachers and advisors throughout the school year.

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:

Tony Petersen

Address:

633 Apple AVE Holland, MI 49507

Telephone Number:

616-393-7662

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?

Project Based Learning strategies to create cross curricular PBL activities.

Writing across the curriculum strategies to improve students writing abilities.

Reading comprehension strategies to assist students to read at grade level.

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

Funds have been made available through the general budget and the consolidated application to provide support and training for teachers on initiatives that will be utilized as developed within this plan.

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

The technology plan was analyzed during this process to ensure alignment with the school improvement plan.

Technology will be utilized through online learning, credit recovery, and computer based assessment software.