

School Improvement Plan

Title I - Targeted Assistance

Single Building District

School Year: 2011 - 2012

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

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, Mission and Beliefs

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 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 the diverse gifts of all learners.

Community partnerships with local businesses, organizations, and parents strengthen the program and enhance student success.

The Wavecrest staff advocate for our students.

Goals

Name	Development Status	Progress Status
Mathematics	Complete	Open
Reading Comprehension	Complete	Open
School Climate and Culture	Complete	Open
Writing Across the Curriculum	Complete	Open

Goal 1: Mathematics

Content Area: Math

Development Status: Complete

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

Gap Statement: As reported in the 2011 MME scores, 0% of our students are proficient in the area of math, which is significantly below the state average and 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, Benchmark Assessments

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will receive a 1 or 2 on the Math portion of the MME.

Contact Name: Jason Larman

List of Objectives:

Name	Objective
Mathematics	All students will increase their skills in the area of mathematics; the percentage of students that demonstrate proficiency on the MME will increase from 0% to 20% by the end of the 2011-2012 school year. All students will score proficient on end of module math assessments achieving at least a 70%.

1.1. Objective: Mathematics

Measurable Objective Statement to Support Goal: All students will increase their skills in the area of mathematics; the percentage of students that demonstrate proficiency on the MME will increase from 0% to 20% by the end of the 2011-2012 school year. All students will score proficient on end of module math assessments achieving at least a 70%.

List of Strategies:

Name	Strategy
Timely Intervention for At-Risk Students	Staff will provide timely intervention for students that are at risk of dropping out, failing, or below grade level in mathematics.

1.1.1. Strategy: Timely Intervention for At-Risk Students

Strategy Statement: Staff will provide timely intervention for students that are at risk of dropping out, failing, or below grade level in mathematics.

Selected Target Areas

I.2.A.2 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.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Dropout Prevention Guide. Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences., Marzano Research Laboratory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
After School Tutoring	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos, Amy Lynn Halverson, Tim Marroquin, Shari Gillette
Credit Recovery and	2011-	2012-	Principal, Lori Sharkey, Nicholas Lewin, Lisa Rilley, Amy Lynn

Acceleration	09-06	06-07	Halverson
Formative Assessment	2011-09-06	2012-06-06	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Professional Development on Formative Assessment	2011-08-16	2011-08-18	Principal, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Reference Materials	2011-08-16	2012-06-07	Principal
School Wide Standards Based Grading System	2011-09-06	2012-06-07	Lori Sharkey, Nicholas Lewin, Justine Campos, Craig Steenstra, Eryn Sluiter, Greg Tyler, Jason Larman
Utilize Study Island	2011-09-06	2012-06-07	Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Workshop Class	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

1.1.1.1. Activity: After School Tutoring

Activity Description: Staff members will provide after school tutoring for students who are at risk of not passing their classes in order to provide additional academic support in a smaller setting.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos, Amy Lynn Halverson, Tim Marroquin, Shari Gillette

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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	No Funds Required		

1.1.1.2. Activity: Credit Recovery and Acceleration

Activity Description: E2020, a virtual classroom, will be utilized to help students who have been identified by the counselor as in need of credit recovery or by classroom teachers as in need of acceleration. Teachers will provide support to the students taking e2020 courses in the form of

clarification, study techniques, and external motivation and assistance.

Planned staff responsible for implementing activity: Principal, Lori Sharkey, Nicholas Lewin, Lisa Riley, Amy Lynn Halverson

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Credit Recovery and Acceleration	Title I Part A	23,872.00	

1.1.1.3. Activity: Formative Assessment

Activity Description: Teachers will implement two to three formative assessment strategies throughout a module to enhance student learning and provide data driven instruction.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-06

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Formative Assessment	No Funds Required		

1.1.1.4. Activity: Professional Development on Formative Assessment

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development on formative assessment and standards based learning by Marzano Research Laboratory for three days in August.

Planned staff responsible for implementing activity: Principal, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-16, End Date - 2011-08-18

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development on Formative Assessment	Other	22,500.00	

1.1.1.5. Activity: Reference Materials

Activity Description: Administration will purchase reference materials from the Marzano Research Laboratory that coincides with the professional development on formative assessment and standards based learning to provide teachers support with practical application of formative assessment practices.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-16, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reference Materials for Formative Assessment	Title I Part A	437.00	

1.1.1.6. Activity: School Wide Standards Based Grading System

Activity Description: Teachers will implement a grading system based on the standards that they are teaching in their classroom so that students will know specifically what they need to learn in order to be proficient in each content area.

Planned staff responsible for implementing activity: Lori Sharkey, Nicholas Lewin, Justine Campos, Craig Steenstra, Eryn Sluiter, Greg Tyler, Jason Larman

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Wide Standards Based Grading System	No Funds Required		

1.1.1.7. Activity: Utilize Study Island

Activity Description: Teachers will use Study Island in their classes as a tool to collect data on pre- and post- assessments and as a formative assessment tool.

Planned staff responsible for implementing activity: Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Study Island	No Funds Required		

1.1.1.8. Activity: Workshop Class

Activity Description: Teachers will provide additional academic support for students that are performing below grade level in core content areas through a seventh hour workshop class.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Workshop Class	No Funds Required		

Goal 2: Reading Comprehension

Content Area: English Language Arts

Development Status: Complete

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

Gap Statement: As measured by the Spring MME 2011 the reading scores were at 29% proficient which is significantly lower than the state requirement.

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 Scholastic Reading Inventory test administered at the beginning of the year and at the end of each trimester.

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% during the 2011-2012 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:

Name	Objective
Reading Comprehension	The percentage of students proficient on the reading portion of the MME will increase by 10% by the end of the 2011-2012 school year. All students will show growth in their reading comprehension as measured by benchmark assessments each trimester.

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 by 10% by the end of the 2011-2012 school year. All students will show growth in their reading comprehension as measured by benchmark assessments each trimester.

List of Strategies:

Name	Strategy
Explicit Vocabulary Instruction	Explicit Vocabulary Instruction will be used to increase student comprehension of informational text in each content area

2.1.1. Strategy: Explicit Vocabulary Instruction

Strategy Statement: Explicit Vocabulary Instruction will be used to increase student comprehension of informational text in each content area

Selected Target Areas

I.1.B.2 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.

I.2.A.2 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.

I.2.B.1 The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

I.3.A.3 Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

Other Required Information for Strategy

Marzano Research Laboratory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Implement Scholastic Reading Inventory	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Professional Development on	2011-	2011-	Principal, Counselor, Jason Larman, Greg Tyler, Lori

Teaching Academic Vocabulary	08-19	08-19	Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Purchase Scholastic Reading Inventory	2011-09-06	2012-06-07	Principal
Reading Comprehension Assessments	2011-09-06	2012-06-07	Principal, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Top 100 Vocabulary Words	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Utilize Vocabulary Strategies	2011-09-06	2012-06-07	Principal, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

2.1.1.1. Activity: Implement Scholastic Reading Inventory

Activity Description: Staff will assess students in reading and interest using the Scholastic Reading Inventory three times a year in September, January and May or upon enrollment.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Implement Scholastic Reading Inventory	No Funds Required		

2.1.1.2. Activity: Professional Development on Teaching Academic Vocabulary

Activity Type: Professional Development

Activity Description: Teachers will participate in professional development on teaching academic vocabulary by Marzano Research Laboratory for one day in August.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity: Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos, Carol Steele, Andy Reinburg

Planned Timeline: Begin Date - 2011-08-19, End Date - 2011-08-19

Actual Timeline: Begin Date - 08/19/2011, End Date - 08/19/2011

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Professional Development on Teaching Academic Vocabulary	Other	7,500.00	

2.1.1.3. Activity: Purchase Scholastic Reading Inventory

Activity Description: The Administrator will purchase the Scholastic Reading Inventory program to be used in assessing students lexile scores and reading interests.

Planned staff responsible for implementing activity: Principal

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Purchase Scholastic Reading Inventory	Title I Part A	2,600.00	

2.1.1.4. Activity: Reading Comprehension Assessments

Activity Description: Teachers will include a reading comprehension portion on each of their final module assessments to assess student skills and strategies.

Planned staff responsible for implementing activity: Principal, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reading Comprehension Assessments	No Funds Required		

2.1.1.5. Activity: Top 100 Vocabulary Words

Activity Description: Teachers will choose words specific to their content from the top 100 ACT vocabulary words and utilize them in their curriculum when appropriate.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Top 100 Vocabulary Words	No Funds Required		

2.1.1.6. Activity: Utilize Vocabulary Strategies

Activity Description: Teachers will implement two or more vocabulary strategies throughout a module to enhance student comprehension.

Planned staff responsible for implementing activity: Principal, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Utilize Marzano Vocabulary Strategies	No Funds Required		

Goal 3: School Climate and Culture

Content Area: Other

Development Status: Complete

Student Goal Statement: All students will graduate on time.

Gap Statement: Our graduation rate for 2009-2010 was 42%.

Cause for Gap: All of our students come to us from other local schools. Almost all of the students that come to Wavecrest are referred by their local district because they are off track and cannot graduate on time within that district. Many of these students are seniors who we cannot get back on track within the four year cohort. Many of the students that come to Wavecrest have not had success with school. They bring with them a negative perception of school and fail to see the relevance in the content that is taught.

Multiple measures/sources of data you used to identify this gap in student achievement: AYP 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? Increase the graduation rate by at least 10% by the end of 2011-2012.

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

Contact Name: Wavecrest Principal

List of Objectives:

Name	Objective
School Climate and Culture	The graduation rate will increase by at least 10% by the end of the 2011-2012 school year.

3.1. Objective: School Climate and Culture

Measurable Objective Statement to Support Goal: The graduation rate will increase by at least 10% by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Dropout Prevention	Staff will implement programming that will target at-risk students and provide relevant instruction and support systems to ensure their success.

3.1.1. Strategy: Dropout Prevention

Strategy Statement: Staff will implement programming that will target at-risk students and provide relevant instruction and support systems to ensure their success.

Selected Target Areas

I.1.B.1 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.

I.1.B.2 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.

I.2.A.2 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.

I.2.A.3 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.

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

IV.1.B.2 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.

IV.1.B.3 The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

IV.2.A.2 In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

IV.2.B.3 Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

Other Required Information for Strategy

Dropout Prevention Guide. Washington, D.C.: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences.

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Differentiated Instruction Professional Development	2010-09-07	2011-06-07	Principal, Lori Sharkey, Greg Tyler, Lisa Rilley, Eryn Sluiter
Mentoring	2011-	2012-	Principal, Counselor, Jason Larman, Greg Tyler, Lori

	09-06	06-12	Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Personal Education Plans	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Project-Based Learning	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos
Student Advisory	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

3.1.1.1. Activity: Differentiated Instruction Professional Development

Activity Type: Professional Development

Activity Description: Staff will attend the Staff Development for Educators Midwest Conference on Differentiated Instruction and attend sessions that address the issues of formative assessment, students engagement, and differentiated instruction.

Planned staff responsible for implementing activity: Principal, Lori Sharkey, Greg Tyler, Lisa Riley, Eryn Sluiter

Actual staff responsible for implementing activity:

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

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Differentiated Instruction Professional Development	Title II Part A	4,392.00	

3.1.1.2. Activity: Mentoring

Activity Description: A mentor will provide extra academic and emotional support to students who are at risk of dropping out based on lack of academic progress as identified by school staff.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-12

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	15,000.00	

3.1.1.3. Activity: Personal Education Plans

Activity Description: Teachers and administrators will develop personal education plans for each student that includes a credit check and short term and long term goals. Teachers will meet weekly with each student to review the student's personal education plan, track progress and provide additional assistance needed.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Personal Education Plans	No Funds Required		

3.1.1.4. Activity: Project-Based Learning

Activity Description: Teachers will implement two project-based learning experiences, including interdisciplinary projects, to enhance the instructional process and create relevancy for the students.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Project Based Learning	No Funds Required		

3.1.1.5. Activity: Student Advisory

Activity Description: Teachers and the administrator will develop an advisory class that incorporates career preparation and planning, financial literacy, test taking skills and practice, personal education plans, credit recovery and academic support, and relationship building.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Advisory	No Funds Required		

Goal 4: Writing Across the Curriculum

Content Area: Social Studies

Development Status: Complete

Student Goal Statement: All students will be proficient in the writing.

Gap Statement: As measured by the Spring MME 2011, 0% of our students were proficient in writing, which is significantly below the state average and requirement.

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 across the curriculum.

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

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will test proficient on the writing portions of the MME.

Contact Name: Lori Sharkey

List of Objectives:

Name	Objective
Writing Across the Curriculum	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 0% to 20% by the end of the 2011-2012 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 0% to 20% by the end of the 2011-2012 school year.

List of Strategies:

Name	Strategy
Explanatory and Persuasive Writing	Staff will increase the amount of explanatory and persuasive writing across all content areas with a focus on organization and developing the main idea.

4.1.1. Strategy: Explanatory and Persuasive Writing

Strategy Statement: Staff will increase the amount of explanatory and persuasive writing across all content areas with a focus on organization and developing the main idea.

Selected Target Areas

- I.1.A.1 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.
- I.1.A.2 The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.
- I.1.A.3 The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.
- I.1.A.4 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.
- I.1.B.1 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.

I.1.B.2 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.

I.2.A.1 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.

I.2.A.2 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.

I.2.B.3 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.

I.3.A.1 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

The DBQ Method by Phil Roden and Chip Brady, Marzano Research Laboratory

List of Activities:

Activity	Begin Date	End Date	Staff Responsible
Graphic Organizers	2011-08-29	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Reference Materials	2011-08-22	2012-06-07	Principal, Counselor , Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
School Wide Writing Instruction and Grading Practices	2011-08-24	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Student Portfolios	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Timed Writing	2011-09-06	2012-06-07	Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos
Writing Across the Curriculum Professional Development	2011-08-24	2011-09-01	Principal, Counselor, Lori Sharkey, Craig Steenstra, Greg Tyler, , Jason Larman, Lisa Rilley, Nicholas Lewin, Eryn Sluiter, Justine Campos, Rita Riembold, Carol Steele
Writing Across the Curriculum Training	2010-09-07	2011-06-07	Principal, Counselor, Lori Sharkey, Jason Larman, Greg Tyler, Craig Steenstra, Nicholas Lewin, Lisa Rilley, Eryn Sluiter, Justine Campos

4.1.1.1. Activity: Graphic Organizers

Activity Description: Teachers will introduce and use a common set of graphic organizers to support brainstorming, organizing and drafting for writing a paper.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-29, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Graphic Organizers	No Funds Required		

4.1.1.2. Activity: Reference Materials

Activity Description: Administration will purchase reference materials to assist teachers in developing a common vocabulary around writing instruction.

Planned staff responsible for implementing activity: Principal, Counselor , Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Rilley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-22, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Reference Materials	Title I Part A	500.00	

4.1.1.3. Activity: School Wide Writing Instruction and Grading Practices

Activity Description: Teachers will develop and use a common set of writing instruction and grading in order to provide consistency and enhance student writing skills.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-24, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
School Wide Instruction and Grading Practices	No Funds Required		

4.1.1.4. Activity: Student Portfolios

Activity Description: Teachers will develop student portfolios in each content area, which will be used to collect content appropriate writing each module

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Student Portfolios	General Funds	300.00	

4.1.1.5. Activity: Timed Writing

Activity Description: Teachers will implement one to two school wide timed writing activities focused on process and persuasive writing each module in the seventh hour workshop class.

Planned staff responsible for implementing activity: Principal, Counselor, Jason Larman, Greg Tyler, Lori Sharkey, Craig Steenstra, Nicholas Lewin, Eryn Sluiter, Lisa Riley, Justine Campos

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-09-06, End Date - 2012-06-07

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

Fiscal Resources Needed for Activity:

Resource	Funding Source	Planned Amount	Actual Amount
Timed Writing	No Funds Required		

4.1.1.6. Activity: Writing Across the Curriculum Professional Development

Activity Type: Professional Development

Activity Description: The ELA coach and/or ISD consultant will provide professional development on common writing instruction and grading practices.

Planned staff responsible for implementing activity: Principal, Counselor, Lori Sharkey, Craig Steenstra, Greg Tyler, , Jason Larman, Lisa Riley, Nicholas Lewin, Eryn Sluiter, Justine Campos, Rita Riembold, Carol Steele

Actual staff responsible for implementing activity:

Planned Timeline: Begin Date - 2011-08-24, End Date - 2011-09-01

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		

4.1.1.7. Activity: Writing Across the Curriculum Training

Activity Type: Professional Development

Activity Description: Staff will attend the Staff Development for Educators Midwest Conference on Differentiated Instruction and attend sessions that address the issue of writing across the content areas, such as formative assessment and differentiated instruction.

Planned staff responsible for implementing activity: Principal, Counselor, Lori Sharkey, Jason Larman, Greg Tyler, Craig Steenstra, Nicholas Lewin, Lisa Riley, Eryn Sluiter, Justine Campos

Actual staff responsible for implementing activity:

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

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	4,392.00	0.00

Resource Profile

Funding Source	Planned Amount	Actual Amount
Title II Part A	\$8,784.00	\$0.00
No Funds Required	\$0.00	\$0.00
General Funds	\$300.00	\$0.00
Other	\$30,000.00	\$0.00
Title I Part A	\$42,409.00	\$0.00

Additional Requirements

Comprehensive Needs Assessment

The comprehensive needs assessment (CNA) requirement is met by completing a School Data Profile/Analysis (SDP/A), School Process Profile, and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan.

Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data.

1. How was the comprehensive needs assessment conducted?

The comprehensive needs assessment was conducted through several staff work sessions. All data was collected and analyzed through the data driven dialogue process to identify learning gaps and develop strategies to address these gaps. All staff members were involved in this process.

2. Describe the process to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core academic areas.

Wavecrest Career Academy serves students within the Ottawa Area Intermediate School District that have not found success in their traditional school setting. The majority of these students that come to Wavecrest are significantly below grade level in their core classes and deficient in credits. The first step in identifying students that are failing or most at risk of failing is to analyze the students' transcripts when they enroll in the district. We then examine the students testing data and analyze the students performance on any state tests that he/she may have taken prior to enrolling. The students that are behind in credits, have failed a majority of their core classes, or who have failed to meet state standards on state tests such as the MEAP and MME are identified as at risk. Throughout the school year we also monitor student performance in their core classes and analyze classroom data, such as passing and failing rates. We have also utilized reading comprehension assessments and Study Island with students to determine at risk status.

3. List the multiple, educationally, related, objective criteria established for the needs assessment process that will be used to identify children who are failing or most at risk of failing to meet the state core curriculum standards in the four core areas. The criteria must be consistent by grade level and content area.

To be eligible, a student must:

- 1. be failing to meet the Michigan high school content expectations within one of their core classes as determined by pre assessments and/or end of module assessments developed by each department and directly aligned to the HSCEs.*
- 2. be failing to meet the proficiency standard as required by the state on state assessments within one of their core classes (MEAP, MME)*
- 3. be determined to be below grade level in reading, math, language or science as determined by benchmark assessments. Each student will be tested at the beginning of the year and at the end of each trimester.*
- 4. be identified, when enrolled in the district through transcript analysis, as showing failure in one or more*

of their core classes.

4. Preschool through Grade 2 students shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and other developmentally appropriate academic measures. Describe those criteria, if applicable. Enter "Not Applicable" if the school does not allocate Title I funds to serve Preschool through Grade 2 students.

Not Applicable

Services for Eligible Students

The supplemental assistance provided to Title I, Part A eligible students are included as Activities within the Goals section of the school improvement plan.

Incorporated into Existing School Program Planning

1. Describe how the program planning for Title I, Part A students is incorporated into the existing school improvement planning process.

The Title I, Part A program is a part of the school improvement plan. The goals and objectives are aligned with the programs offered to students that are identified as at risk. Considering the alternative nature of the school, this applies to almost all of our students.

Instructional Strategies

The instructional strategies that are focused on helping eligible students who are failing or at risk of failing to meet the State core curriculum standards in the four core academic areas must be included as Strategies within the Goals section. The strategies must be based on scientific research and minimize the amount of time students are pulled from the regular classroom.

Title I and Regular Education Coordination

1. Describe the coordination of Title I, Part A services with the traditional educational services offered at the school, including those services offered to students with limited English proficiency (if applicable).

The Title I program coordinates with the school initiatives through the school improvement plan to ensure success for all of our students. As stated previously, due to the alternative nature of our school, most of our students are at risk. The regular educational program focuses on the same foundations as the Title program (project based learning, differentiation, career focused curriculum, rigor/relevance framework, and online learning).

Curriculum Alignment that Corresponds to the Goals

1. Describe how the curriculum is aligned with State standards and how this alignment will help the school

meet the academic Goals. Describe the process for review and revision of the curriculum; evidence could include a timeline for curriculum review or a description of the review process.

All courses have been aligned to the state standards. Each course has learning targets that are directly linked to the state standards. Students must show mastery of the learning targets to earn credit. All course materials purchased are aligned to the standards as well as our online course through e2020. Curriculum is reviewed each year by the departments with the assistance of ISD content area consultants. The curriculum is adjusted as needed based on data.

2. Describe how decisions about curriculum, instruction and assessment are made at this school, 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 areas 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.

Instruction by Highly Qualified Professional Staff

1. Provide an assurance statement that all teachers and Title I, Part A instructional paraprofessionals are highly qualified OR a state-approved plan is in place for staff that does not meet requirements.

All teachers and staff involved with Title I programs are highly qualified and meet NCLB requirements.

High-Quality and Ongoing Professional Development

Use the results of the comprehensive needs assessment to create a written professional development plan that identifies ongoing, sustained professional development that is aligned to the Goals, Objectives and Strategies. The specific professional development activities must be included as Activities under the Goals section. District professional development activities that align to the school's CNA should also be included in the school-level Activities section. Title I, Part A funded professional development in a targeted program should be focused first on Title I, Part A funded staff and secondarily, if appropriate, on other staff and individuals that work closely with Title I, Part A students within the regular educational program if such participation will result in better addressing the needs of the participating students.

Strategies to Increase Parental Involvement

1. It is critical that the school improvement team refers to the legislation included in the targeted school rubric as guidance while completing this section.

Describe, in detail, the Section 1118 (e)(1-5) and (14) and (f) strategies employed by the school to increase parental involvement.

Wavecrest Career Academy recognizes that a child's education is a responsibility that is shared by teachers, parents, and extended family and community members. With this understanding, school and family will work collaboratively in the best interest of the children. The parent and family involvement program include, but are not be limited to, the following: support to parents, home-school communication about school programs and students' progress, and parenting skills.

Wavecrest also strives to involve parents in school committees such as School Improvement Planning Process, Title I A Targeted Assistance Planning Process, and a Community Advisory Team. Wavecrest hosts bimonthly parent meetings to share pertinent information with parents regarding school issues and encourage parent discussion of the initiatives. Parents are given surveys to evaluate teacher and administrator performance. Information is shared with the community and parents via the schools website, where information, such as Title I A programming, will be available for review. School newsletters are created and posted online at the end of each trimester.

2. Describe the role of parents in the following targeted school plan/program areas:

2a. Design

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program.

2b. Implementation

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program. We plan to develop a parent advisory team to aid in the implementation and evaluation of the targeted assistance programs.

2c. Evaluation

We have had difficulty getting parents involved in the school improvement process. We are continuing our efforts to get parents more involved with the school and the development of programs such as Title I A. The information will be shared with parents at regular parent meetings. We will continue our efforts to get parents to be involved in the continued design of the Title I A program. We plan to develop a parent advisory team to aid in the implementation and evaluation of the targeted assistance programs. The information will be shared with parents at regular parent meetings.

3. Describe how the school provides individual student academic assessments results, including interpretation of those results, in a language the parents can understand.

Academic assessment results are shared with parents during parent teacher conferences and regular parent

meetings. The data is broken down to help parents understand the results of the assessments and explains how their student has progressed. This is accomplished through charts, graphs, graphic organizers and one to one meetings to answer questions and give detailed explanations of the data being reviewed.

4. Describe the role of parents in the development of the School-Parent Compact. Provide an assurance statement that the compact is used at least annually at elementary-level parent-teacher conferences. If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Not applicable due to grade levels served

5. Describe how the parent involvement components of the targeted plan will be evaluated.

The plan will be reviewed annually by the staff of Waverest. Data will be analyzed to determine if the program is working and what needs to be changed.

6. Summarize the results of the evaluation and how those results will be used to improve the targeted program.

Parent involvement is very low at Wavecrest. We have included a goal in the school improvement plan to address school climate and culture. This goal focuses on increased communication with parents.

7. Attach the School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy in the Supporting Documentation section. Attach the School-Parent Compact in the Supporting Documentation section.

Preschool Transition Strategies

1. Describe preschool transition strategies (more than once a year visitation). If the school serves only middle school or high school grades, the school may put a statement in the box that indicates this section is "Not applicable due to grade levels served".

Not applicable due to grade levels served

Alternative Measures of Assessment

1. Describe the process for developing, or the alternative measures of assessment used, that will provide authentic assessment of pupils' achievements, skills, and competencies.

Assessment of pupils' achievements will be completed through the use of end of module classroom assessments, benchmark testing that will take place at the beginning of the school year and at the end of each trimester, and state assessments such as the MME and MEAP. Benchmark testing will assess students'

math, writing and reading abilities.

Coordination of Title I, Part A and Other Resources

1. Describe the coordination and integration of Federal, State and local programs and services in a manner applicable to the grade level, including: violence prevention programs, nutrition programs, housing programs, Great Start Readiness Program, adult education, vocational and technical education, and job training.

Wavecrest Career Academy will implement the 2011-2012 Targeted Assistance Plan through the coordination and integration of all federal, state, and local services and programs. All programs will be integrated in accordance with the No Child Left Behind Act of 2001, federal and state law, and the Wavecrest board policy. The following programs and services will be integrated into the plan and utilized to improve the quality of services offered to Wavecrest students:

Title I

The purpose of Title I is to help schools provide opportunities for children to be academically successful in meeting the state's academic standards. Wavecrest utilizes Title funds to provide for certified instructors and paraprofessionals to assist students with online learning, after school tutoring for students who are at risk of or failing any of their core classes, a mentor program to provide academic support within the classroom and emotional support and accountability both inside and outside of the classroom. The funds are also utilized to provide for research based professional development to aide in the strengthening of core curriculum for at risk students.

Title II

This program supports professional development to improve teaching and learning. Title II money has been essential in providing teachers with opportunities to attend regional and state conferences within their content area to provide support to at risk students.

Title II D

This program supports the integration of technology into learning. Title II D money will be utilized to purchase assessment software to monitor academic progress of students participating in Title I A programs.

Ongoing Review of Eligible Student Progress

1. Describe the ongoing process and assessment tools utilized to monitor the progress of participating eligible students.

Students are assessed through the use of Study Island, classroom assessments, the MME and MEAP to determine students eligible for Title I programming. Study Island and the Scholastic Reading Inventory will be utilized to test students at the beginning of the school year, as they enter the school and at the end of every trimester in order to identify those students below grade level and monitor progress with those already identified. Classroom assessments occur every six weeks to determine if students are at grade level or need further assistance. MEAP and MME data is analyzed yearly to determine progress of identified students.

2. Describe how data will be utilized to inform instruction.

The data will be utilized to determine the level of assistance students may need in order to reach required levels of performance. The data will determine whether current programming is sufficient, or if new instructional strategies need to be researched.

Data will be reviewed during weekly staff meetings and during PLCs.

3. Describe how data will be utilized to evaluate and, if necessary, revise the targeted assistance program services for students.

We will utilize the data collected from the sources previously mentioned to monitor the progress of students participating in the Title I A programs. If the data shows that there is a lack of progress with students participating in the program, the program will be re-evaluated and new strategies introduced to assist the students at risk of failing.

4. Describe how evaluation of program services will be used to plan professional development for teachers related to identification of students and implementing student academic achievement standards in the classroom.

Based on the evaluation of the program, professional development will be provided to support the program and ensure that staff members understand how to collect and analyze data, as well as ensure that academic achievement standards are implemented within the classroom. Professional development is ongoing and may range from staff led PLCs to working with the local ISD to provide support in the mentioned areas.

Effective Use of Technology

1. Describe the methods for effective use of technology as a way of improving learning and delivery of services and for integration of involving technology in the curriculum.

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.

Evaluation of the School Improvement Plan

1. Describe how the school annually evaluates the implementation of, and results achieved by, the SIP, using data from the State's annual assessments and other indicators of academic achievement.

The school improvement plan is discussed at each staff meeting and data is constantly analyzed to determine the success level of the strategies and activities implemented from the SIP. We utilize data from benchmark assessments, classroom assessments, and state assessments to make these determinations.

2. Describe how school 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.

Building Level Decision-Making

1. Describe how school stakeholders are engaged in the decision-making process, including, but not limited to the development of the Goals, Objectives, Strategies and Activities included in the school improvement plan. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, parents of pupils receiving Title I, Part A services and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review and evaluation of the district's school improvement plans.

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.

Assurances

EdYES!

1. Literacy and math are tested annually in grades 1-5 ([MCL 380.1280b](#))

Response: *N/A (our school does not have grades 1-5)*

Comments:

2. Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report on your website in the comments field (if applicable).

Response: *Yes*

Comments: *<http://www.edline.net/pages/wavecrest/resources/plansreports>*

Educational Development Plan (EDP)

1. Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.

Response: *N/A (our school does not have grade 8)*

Comments:

2. Our school reviews and annually updates the EDPs to ensure academic course work alignment.

Response: *Yes*

Comments:

Health and Safety (HSAT)

The following assurances come directly from the Healthy School Action Tool (HSAT) Assessment (<http://www.mihealthtools.org/hsat>), an online tool for school buildings to assess their school health environments. If your school completed the HSAT in the past year, you may refer back to your report to answer the following assurances. Responses to these assurances are necessary - whether you've completed the HSAT or not. These assurances are designed to help school improvement teams think about conditions for learning in their school, specifically related to student health and safety, and develop strategies in their school improvement plan to address any identified needs.

1. Our School has a written policy on school safety that supports proactive, preventative approaches to ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

2. All teachers in our school have received professional development in management techniques to create calm, orderly classrooms.

Response: *Yes*

Comments: *Capturing Kids Hearts
CPI (Non-violent Crisis Intervention)*

3. Our school communicates all of our health and safety policies to students, staff, substitute teachers, parents and visitors through the parent handbook or newsletter at least once a year.

Response: *Yes*

Comments:

4. Our school has used data from a student health/safety assessment at least once in the past two years to assist in planning actions that will improve our school's environment and/or to determine the impact of changes that we have made on student attitudes and behaviors.

Response: *Yes*

Comments:

5. Our school has taken action on the Michigan State Board of Education Policy on Comprehensive School Health Education.

Response: *Adopted policy, fully implemented*

Comments: *Michigan Model for Comprehensive School Health Education*

6. All teachers who provide health education instruction received annual professional development/continuing education specifically related to health education.

Response: *Yes*

Comments:

7. The health education curriculum used in our school is the Michigan Model for Health® Curriculum.

Response: *Yes*

Comments:

8. The health education curriculum used in our school involves student interaction with their families and their community.

Response: *Yes*

Comments: *We utilize the Michigan Model for Comprehensive School Health Education*

9. Our school has taken action on the Michigan State Board of Education Policy on Quality Physical Education.

Response: *Adopted policy, fully implemented*

Comments:

10. At our school, physical education teachers annually participate in professional development specific to physical education.

Response: *Yes*

Comments:

11. The physical education curriculum used in our school is:

Response: *Other curriculum*

Comments:

12. At least three times during the past 12 months, our school offered programs, activities or events for families about physical activity.

Response: *No*

Comments:

13. Our school offers the following amount of total weekly minutes of physical education throughout the year.

Response: *150 minutes or more at elementary level, 225 minutes or more at middle/high level*

Comments:

14. Our school has taken action on the Michigan State Board of Education Policy on Nutrition Standards.

Response: *Reviewed policy, but not yet adopted*

Comments:

15. The food service director/manager participated in professional development related to food or nutrition during the past 12 months.

Response: *No*

Comments: *We contract with another local district to provide our food service.*

16. The food service director/manager supports/reinforces in the cafeteria what is taught in health education.

Response: *No*

Comments: *We contract with another local district to provide our food service.*

17. During the past 12 months, our school collected information from parents to help evaluate/improve school meals or foods offered a la carte, in concessions, school stores, vending machines, or as a part of classroom celebrations/parties or at school events.

Response: *No*

Comments:

18. Our school makes a good faith effort to ensure that federally reimbursable school nutrition programs are the main source of nutrition at school rather than vending or a la carte.

Response: *Yes*

Comments: *We have no vending machines in the school.*

19. Our school has a health services provider or school nurse accessible to students.

Response: *No*

Comments:

20. Our school has a written policy on school safety that involves parents, and broader community, in collaborative efforts to help ensure a safe school environment.

Response: *Written policy, fully implemented*

Comments:

21. Our school has a system in place for collecting relevant student medical information.

Response: *Yes*

Comments: *The information is collected at the time of enrollment.*

22. Our school has taken action on the Michigan State Board of Education Positive Behavior Support Policy.

Response: *Adopted policy, fully implemented*

Comments:

23. During the past 12 months, the school counseling staff has provided professional development to school health staff about identification and referral of students related to violence and suicide prevention.

Response: *No*

Comments:

24. During the past 12 months, the school counselor/psychologist/social worker offered information to students (presentations, materials, individual or group counseling activities, events) about bullying, harassment and other peer to peer aggression.

Response: *Yes*

Comments: *The counselor has provided individual counseling with students regarding these topics.*

25. During the past 12 months, the school counselor/psychologist/social worker has collaborated with appropriate school staff or community agencies to implement programs or activities related to bullying, harassment and other peer to peer aggression.

Response: *No*

Comments:

26. During the past 12 months, the school counseling staff identified students who are at risk of being victims or perpetrators of violence.

Response: *Yes*

Comments:

27. Our school's mission statement includes the support of employee health and safety.

Response: *No*

Comments:

28. During the past year, our school supported staff participation in health promotion programs by having a budget for staff health promotion.

Response: *No*

Comments:

29. During the past year, our school supported staff in healthy eating by providing healthy food choices at staff meetings.

Response: *Yes*

Comments:

30. Our school has a written family involvement policy that advocates for strong connections between the home, school and the community as a means of reducing barriers to student achievement.

Response: *Written policy, fully implemented*

Comments:

31. Our school has a parent education program.

Response: *No*

Comments:

32. During the past 12 months, our school collected information from parents to help evaluate/improve school health education in our school.

Response: *No*

Comments:

33. During non school hours the community has access to indoor facilities for physical activity (such as gym, weight room, hallway for walking, pool, basketball court).

Response: *Access to no indoor facilities*

Comments: *We have limited facilities and rent the building from another district.*

Special Education

1. The District School Improvement Team reviews the CIMS data.

Response: *No*

Comments: *CIMS data has been reviewed by a team consisting of select members of the SIT, parents, and the special education department.*

2. CIMS data is used to prepare the District Improvement Plan.

Response: *No*

Comments:

Technology

1. The District Technology Protection Measure blocks or filters adult and student internet access to inappropriate materials (visual depictions that are obscene, child pornography, or harmful to minors).

Response: *Yes*

Comments:

2. The district has a process to monitor adult and student use of the internet.

Response: *Yes*

Comments:

3. The district has an Internet Safety Policy in place.

Response: *Yes*

Comments:

4. The Internet Safety Policy meets the requirements as outlined in the state Technology Planning and CIPA requirements.

Response: *Yes*

Comments:

5. The district has a process to provide public notice and hearings about the Internet Safety Policy.

Response: *No*

Comments:

6. The district uses school-wide assessments to determine the telecommunication services and hardware support that are needed to support teaching and learning in all schools.

Response: *Yes*

Comments:

7. The district uses the school-wide assessment data to identify the needs of the schools in the following areas: infrastructure (wiring, internet connections T1, etc.) in all classrooms, in all labs, in all media centers, in the main office, in counseling offices, in support staff offices; hardware; software; professional development. If "yes", specify the needs in the comments section.

Response: *Yes*

Comments:

8. The district has identified specific actions that promote curriculum and teaching strategies to effectively integrate technology. If "yes", specify the actions in the comments section.

Response: *Yes*

Comments: *21 Things for the 21st Century Educator*

9. The district adjusts its curriculum to include technology literacy for all students.

Response: *No*

Comments:

10. The district adjusts its instructional program to promote technology literacy. If "yes", specify the adjustments in the comments section.

Response: *No*

Comments:

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.	Benjamin	Gitler	School Improvement Chair	bgitler@wavecrestacademy.org
Mr.	Craig	Steenstra	English Teacher	csteenst@wavecrestacademy.org
Mrs.	Lori	Sharkey-Mulcahy	Social Studies Teacher	lsharkey@wavecrestacademy.org
Mr.	Greg	Tyler	Science Teacher	gtyler@wavecrestacademy.org
Mr.	Jason	Larman	Math Teacher	jlarman@wavecrestacademy.org
Mrs.	Lisa	Rilley	Art Teacher	lrilley@wavecrestacademy.org
Mrs.	Eryn	Sluiter	Special Education Teacher	esluiter@wavecrestacademy.org
Ms.	Justine	Campos	Special Education Teacher	jcampos@wavecrestacademy.org
Mr.	Nicholas	Lewin	P.E./Health Teacher	nlewin@wavecrestacademy.org
Ms.	Amy Lynn	Halverson	Special Education Assista	ahalvers@wavecrestacademy.org
Mr.	Tim	Marroquin	Para Pro	tmarroqu@wavecrestacademy.org

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.

Name/Position:	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

Supporting Documentation

The following documentation was attached. These are appended to this PDF and will display in the following pages:

- School-Parent Involvement Plan
- School-Parent Compact

Wavecrest Career Academy Board Policies Parent / Family Involvement

Policy # 5105

The Board of Directors recognizes that a child's education is a responsibility shared by the school and family during the entire period the child spends in school. To support the goal of the school to educate all students effectively, the school staff and parents must work as knowledgeable partners.

Although parents are diverse in culture, language, and needs, they share the school's commitment to the educational success of their children. This school, in collaboration with parents, shall establish programs and practices that enhance parent involvement and reflect the specific needs of students and their families.

To this end, the Board supports the development, implementation, and regular evaluation of a parent involvement program, which will involve parents at all grade levels in a variety of roles. The parent involvement program will be comprehensive and coordinated in nature. It will include, but not be limited to, the following components of successful parent involvement programs:

- Communication between home and school is regular, two-way, and meaningful
- Responsible parenting is promoted and supported
- Parents play an integral role in assisting student learning
- Parents are welcome in the school, and their support and assistance are sought
- Parents are full partners in the decisions that affect children and families,
- Community resources are made available to strengthen school programs, family practices, and student learning

The Board of Directors supports professional development opportunities for staff members to enhance understanding of effective parent involvement strategies. The Board also recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

The Board of Directors supports the development, implementation, and regular evaluation of a program to involve parents in the decisions and practices of the school, using to the degree possible, the components listed above. Engaging parents is essential to improved student achievement. This school shall foster and support active parent involvement.

Adopted:

Wavecrest Career Academy Board of Directors

Wavecrest Career Academy School-Parent Compact

Wavecrest Career Academy, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2011-2012

School Responsibilities

Wavecrest Career Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

- Provide a positive atmosphere for learning, including models of respectful behavior and positive attitudes toward work
- Provide multiple alternative modes of instruction so that students have a clear understanding of concepts
- Supply clear evaluations of student progress to students and parents/guardians, including timely feedback to students about their daily work.
- Reinforce the partnership between parent/guardian, student and staff by providing strategies to assist learning at home.
- Provide training and workshops, as appropriate, for teachers and parent/guardians.
- Provide a process that includes students, parent/guardians and school staff for ongoing planning, reviewing and improving school activities and programs.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

- November 10, 2011 from 5-8 PM
- February 16, 2012 from 5-8 PM
- Individual conferences may be scheduled as necessary
- The school will contact families of students having academic or behavior problems when these problems are in danger of affecting the student's academic achievement.

3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Report cards will be sent home at the end of each six-week module. Parent meetings will be held once a trimester to share and explain school wide performance.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

7:30AM -4:00 PM daily (teachers will not be available for conference during instructional time)

Appointments may be made with teachers and or administrators as needed no earlier than 7:00 AM and no later than 5:00 PM on weekdays.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are encouraged to become involved with Wavecrest Career Academy. Parents may observe classrooms and school activities by contacting the office and making a request to do so. An agreed upon time will be arranged with the administration and the parents to make their visit to the classroom. The parent will be required to sign in at the office and obtain a visitors badge. Parents are expected to observe and not interfere with the educational process. Any concerns that may arise as part of the visit need to be directed to administration.

Parents may volunteer their time to assist with classroom activities, after school activities (clubs, sports, etc.), serve on school committees and create and participate in parent organizations such as PTA/PTO and the community advisory team. Parents who are interested in volunteering their time at Wavecrest should contact the office to meet with the director.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring my student's school attendance.
- Supporting the school's discipline and dress codes.
- Communicating with teachers and staff whenever I have a concern.
- Make every effort to attend school meetings and functions including at least one parent teacher conference, one parent meeting, and open house.
- Making sure that homework is completed.
- Staying informed about my student's education and communicating with the school by promptly reading all notices from the school or the school district either received by student or by mail, and responding, as appropriate.
- Participating in decisions relating to my student's education.
- Promoting positive use of my student's extracurricular time.
- Volunteering, to the extent possible, at my student's school.
- Serving, to the extent possible, on activity committees, policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and meet the state's high standards. Specifically, we will:

- Show respect and cooperate with all individuals at school
- Know and follow the school and class rules
- Come to class every day, on time, and be prepared to work
- Complete all assignments to the best of my ability and in a timely manner
- Respect the rights of others to learn without disruption
- Ask for help when I do not understand.

By Signing below, all parties agree to follow the guidelines established by this compact:

Parent

Date

Student

Date

Administrator

Date