

WayPoint School Improvement Plan - Fall 2008 to Fall 2009

Introductory Statement

On a continual basis, schools must analyze and evaluate their policies and practices to ensure for the very best in student achievement. In today's world of rapid change, such analysis and evaluation must be on-going and cannot wait to be reviewed every 3 to 5 years. School improvement efforts,, with their focus on *enhanced student performance and achievement* requires that we constantly monitor our policies and practices...day to day, week to week, month to month and year to year. Anything short of that only increases the chance that students may fall behind in their academic and social achievement, failing to succeed to their fullest potential. For that reason, this School Improvement Plan has been prepared for one year...and will be revised on an annual basis as we monitor our students' achievement success regularly throughout the year.

Research clearly demonstrates that there are defined school level factors and teacher level factors that, when in place, monitored and evaluated, lead to enhanced student achievement: according to Robert Marzano of McREL, those school level factors are: *a guaranteed & viable curriculum; challenging goals & effective feedback; parent & community involvement; safe & orderly environment; and collegiality & professionalism*. Teacher-level factors include: *effective instructional strategies; effective classroom management; and effective classroom curriculum design*. We dedicate ourselves to delivering on those school-level and teacher-level factors delineated by Dr. Marzano and his research team.

WayPoint (formerly MTA) recently completed its seventh year as a Public School Academy; in that time, the Academy has realized a great deal of success: we've established a school climate that is safe and orderly and learning focused. We have created, and are building, a process for collaborative inquiry which is data driven; and we challenge ourselves to provide and promote a school based on inclusive and equitable educational policies and practices. We work to effectively communicate with our constituents: students, parents, staff, community/media, business & industry, and other educational institutions. We realize that operational resource management is vital if we are to remain viable, and regularly monitor ourselves as we work to comply with all Federal, State and Charter school mandates; as we work to create and maintain a fund balance which allows for strong and stable finances; as we monitor our use of time and space, and as we work to provide the necessary equipment and materials needed for use by our staff and students. In our first 7 years, we've grown from a student population of 112 to one of 243, growing from grades 6-9 to grades 5-12. After our initial building was built in 2000 and opened for the 2001-2002 school year, we've expanded our facility twice, at the end of the 2002-2003 school year and again at the end of the 2005-2006 school year, adhering to our promise to provide small class sizes for students and allowing for increased services and programs for students.

We have learned a great deal from our first 7 years, and, as we begin our next phase, as WayPoint Academy, we are focused on solid improvement throughout the Academy, *all focused on increased and enhanced student achievement*. This Plan serves as our initial "blueprint of improvement" as we enthusiastically embrace our future. *Our students are worth WHATEVER it takes...*as we prepare them to be "Career Ready"!

Goal Area: *Student Achievement in Reading*

Objective: *Increase MEAP Reading scores*

Evidences of Need

- 77 % of 5th graders passed the MEAP reading test in Fall 2007 (State average = 82%)
- 58% of 7th graders passed the MEAP reading test in Fall 2007 (State average = 72%)
- 50% of 8th graders passed the MEAP reading test in Fall 2007 (State average = 77%)
- 45% of 11th graders passed the MME reading test in Spring 2008 (State average = 60%)
- Middle school students continue to struggle with cause/effect and drawing inferences/reaching conclusions; reading for information continues to be a struggle

Evidences of Success in Improvement

- Increase 5th graders proficient on Reading to reach and/or exceed State Average
- Increase 7th graders proficient on Reading to reach and/or exceed State Average
- Increase 8th graders proficient on Reading to reach and/or exceed State Average
- Increase 11th graders proficient on MME to reach and/or exceed State Average
- Increase number of middle school students proficient on “cause/effect, compare/contrast & inferential” items at least 20%; increase proficiency on reading for information by at least 20%

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity	Monitoring Dates	Monitoring Indicators
Instruction:	Staff led by Trisha as literacy coach	MEAP & MME & MAP test item analysis report	None	Summer/Fall 2008	On going	Lesson plans indicate incorporation of targeted “high needs” knowledge, skills, practices Lesson plans indicate incorporation of targeted “high needs” knowledge, skills, practices Module assessments
1.1 Review MEAP Reading item analysis for “high needs” content, skills, practices; incorporate into instruction	Staff led by Trisha as literacy coach	MEAP & MME & MAP test item analysis report	None	Summer/Fall 2008	On going	
1.2 Review MAP item analysis for “high needs” content, skills, practices; incorporate into focused instruction, especially during SSR periods	Amy Gongalski & Develyn Howard	Read Naturally program modules	5K	2008-2009	On going	
1.3 Implement “Read Naturally” program for Basic level achievers who struggle to “decode” words						

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity	Monitoring Dates	Monitoring Indicators
Instruction:	Teaching staff led by Trisha	Curriculum and content area texts	None	2008-2009	Monthly	List of vocabulary for instruction
1.1 Identify academic & content vocabulary words challenging for students						

1.2 Integrate academic & content vocabulary words into daily instruction, including Daily Announcements & message board	Trisha, Barbara & staff	List of vocabulary words	None	2008-2009	Monthly	List of vocabulary words
1.3 Review MAP RIT Range vocabulary for integration into classroom instruction 1.4 Develop RIT Range Vocabulary lists for classroom instruction 1.5 Disaggregate MAP Reading RIT Ranges for each student to focus classroom instruction 1.6 Continue to incorporate “Thinking Maps” into content area instruction	Trisha, Barbara & staff	MAP RIT Range vocabulary words “Thinking Maps” materials & continued PD	None \$750	2008-2009	Monthly	List of vocabulary words developed for each RIT Range Individualized achievement plan for students

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity	Monitoring Dates	Monitoring Indicators
1.6 Continue to “grow” an Instructional Resources Library for use by staff	Barbara	Storage	\$1k to 3K	On-going	Monthly	Resource library
1.7 Continued implementation of Effective Reading & Writing Instructional Strategies	Barbara & staff (with Shari Graham from MAISD & Deb Wahlstrom from Successline.inc	PD funds and days	Title IIA monies	2008-2009	Bi monthly	Increased MEAP & MME reading scores

1.8 Continued Academy-wide integration of the 6+1 Writing Traits program	Teaching staff led by Trisha	6+1 materials	None	2007-2008	Weekly	Increased MEAP & MME reading & writing scores
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Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Dates of Activity	Monitoring Dates	Monitoring Indicators
<p>Assessment:</p> <p>1.1 Analyze MAP results to highlight instructional needs; create student RIT target goals & plan for instruction</p>	<p>Barbara & Trisha to provide PD for staff</p> <p>Teachers to create instructional plans for target RIT goals</p>	MAP Reports	None	Begin Fall 2008 to Spring 2009	Monthly	Staff understanding & use of MAP assessment results in classroom instruction & individual student program planning
1.2 Continue to incorporate & further develop quarterly common assessments for all grade levels	Trisha & staff	Assessment guides, computers, paper	Minimal	Fall 2008; work to complete by Spring 2009	Quarterly	Common assessment documents used by teachers
1.3 Review alignment of MAP results with MEAP success indicators	Barbara & Trisha	MI Tracker	Yearly MI Tracker fee	Fall & Winter 2008/2009	Monthly	Alignment use reports from MI Tracker

Goal Area: *Student Achievement in Writing*

Objective: *Increase MEAP Writing scores*

Evidences of Need

- 68% of 6th graders passed the Writing test in Fall 2007 (State average = 73 %)
- 64% of 7th graders passed the Writing test in Fall 2007 (State average = 77%)
- 47% of 8th graders passed the Writing test in Fall 2007 (State average = 70%)
- 20% of the students in the Class of 2008 passed the Spring 2007 Writing MME as compared to the State average of 40%

Evidences of Success in Improvement

- Increase 6th graders proficient on MEAP Writing to meet/exceed State average
- Increase 7th graders proficient on MEAP Writing to meet/exceed State average
- Increase 8th graders proficient on MEAP Writing to meet/exceed State average
- Increase high school students proficient on the HS MEAP (or MME) Writing to meet/exceed State average

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed To Complete Task	Budget Implications	Dates of Activity	Monitoring Dates	Monitoring Indicators
<p><u>Curriculum:</u></p> <p>1.1 GLCE review to ensure alignment to curriculum</p> <p>1.2 Align new HS ELA CE “units” to ensure for curriculum alignment</p>	<p>Trisha & MS staff</p> <p>Cathy & HS staff</p>	<p>GLCE Standards & Benchmarks</p> <p>HS ELA CEs</p>	<p>None</p> <p>None</p>	<p>2008-2009</p>	<p>Monthly</p>	<p>Documented alignment of curriculum with GLCE & HS ELA CE standards & units</p>
<p>1.3 Continue alignment of ELA curriculum grades 5 through 12</p>	<p>Trisha, Cathy and staff</p>	<p>Meeting time; GLCE & HSCEs; curriculum maps</p>	<p>None</p>	<p>2008-2009</p>	<p>Monthly</p>	<p>Instructional delivery follows developed curriculum maps for each course grades 5-12; unit & lesson plans monitored</p>
<p>1.4 Review MEAP Writing item analysis for “high needs” content, skills, practices; incorporate into instruction</p>	<p>Staff led by Trisha</p>	<p>MEAP test item analysis report & MI Tracker</p>	<p>None</p>	<p>Spring & Summer 2008</p>	<p>On going</p>	<p>Lesson plans indicate incorporation of targeted “high needs” knowledge, skills, practices</p>
<p>1.5 Align SE ELA course content & expectations to the GLCEs & HS ELA CEs; team SE content area teachers with GE counterparts</p>	<p>Trisha, Amy & Develyn</p>	<p>GLCE Standards & Benchmarks; HS ELA CEs;</p>	<p>None</p>	<p>Fall 2008</p>	<p>On going</p>	<p>Developed curriculum maps in all SE classes aligned with GLCEs & HS ELA CEs; instructional delivery follows maps</p>
<p>1.6 Continued Academy-wide integration of the 6+1 Writing Traits program</p>	<p>Teaching staff led by Trisha</p>	<p>6+1 materials</p>	<p>None</p>	<p>2008-2009</p>	<p>Weekly</p>	<p>Increased MEAP & MME reading & writing scores</p>
<p><u>Instruction:</u></p> <p>1.1 Identify academic & content vocabulary words challenging for students</p>	<p>Teaching staff led by Trisha & Cathy</p>	<p>Curriculum and content area texts</p>	<p>None</p>	<p>2008-2008</p>	<p>Monthly</p>	<p>List of vocabulary for instruction</p>
<p>1.2 Disaggregate MAP Language Usage RIT Ranges for each student; focus classroom instruction accordingly</p>	<p>Trisha & Barbara with teachers</p>	<p>MAP RIT Range reports for Language usage</p>	<p>None</p>	<p>2008-2009</p>	<p>Monthly</p>	<p>Individualized achievement plan for students</p>

1.3 Continued implementation of Effective Reading & Writing Instructional Strategies	Barbara & staff (with Shari Graham from MAISD)	PD funds and days	Title IIA monies	2008-2009	Bi monthly	Increased MEAP & MME reading & writing scores
1.4 Continued Academy-wide integration of the 6+1 Writing Traits program across all content areas and classroom instruction	Teaching staff led by Trisha	6+1 materials	None	2008-2009	Weekly	Increased MEAP reading & writing scores
1.5 "Thinking Maps" integration into content area instruction	Staff led by Barbara	"Thinking Maps" PD & materials	Title IIA monies	2008-2009	Weekly	Increased student proficiency with cause/effect, compare/contrast, inferential processing
<u>Assessment:</u>						
1.1 Analyze MAP results to highlight instructional needs	Barbara & Trisha to provide PD for staff	MAP Reports	None	Continue Fall 2008 to Spring 2009	Monthly	Staff understanding & use of MAP assessment results in classroom instruction & individual student program planning
1.2 Continue to develop & implement quarterly common assessments for all grade levels	Trisha & staff	Assessment guides, computers, paper	Minimal	Continue Fall 2008; work to complete by Spring 2009	Quarterly	Common assessment documents used by teachers
1.1 Review alignment of MAP results with MEAP success indicators	Barbara & Trisha	MI Tracker	Yearly MI Tracker fee		Monthly	Alignment use reports from MI Tracker
1.2 Assess SE students quarterly for growth	Amy, Develyn & Kirsten	MAP tool; computer lab	None	Sept. Jan & May 2008-2009	Quarterly	Increased academic growth

Goal Area: *Student Achievement in Mathematics*

Objective: *Increase MEAP Math scores*

Evidences of Need

- 50% of 7th grade students passed the Math test in Fall 2007 (State average = 73%)
 1. Demonstrated significant weakness in number operations
 2. Demonstrated significant weakness in data & probability
 3. Demonstrated significant weakness in geometry
- 53% of 8th graders passed the Math test in the Fall 2007 (State average = 71%)
 1. Demonstrated significant weakness in number operations
 2. Demonstrated significant weakness in data & probability
 3. Demonstrated significant weakness in geometry
- 30% of 11th graders passed the Math MME test in the Spring 2007, 16% behind the State average of 46%

Evidences of Success in Improvement

- Increase 7th grade students passing the Math test to meet/exceed State average
- Increase 8th grade students passing the Math test to meet/exceed State average
- Increase 11th grade students passing the Math MME test to meet/exceed State average

Action Strategies (Tasks)	Person Responsible for	Resources Needed	Budget Implications	Dates of Activity	Monitoring Dates	Monitoring Indicators
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	Implementing Strategy	To Complete Task				
Curriculum:						
1.1 GLCE review to ensure alignment to curriculum 1.2 HS Math CE review to ensure for curriculum alignment	Barbara & Cindy with math teachers	GLCE Standards & Benchmarks HS Math CEs	None	2008-2009	Monthly	Documented alignment of curriculum with GLCE & HS Math CE standards
1.3 Align Math curriculum grades 5 through 12	Barbara & Cindy with math teachers	Meeting time; MMC document; curriculum maps	None	2008-2009	Monthly	Instructional delivery follows developed curriculum maps for each course grades 5-12
1.4 Review MEAP Math test item analysis for “high needs” content, skills, practices; incorporate into instruction	Staff led by Cindy & Barbara	MEAP test item analysis report & MI Tracker	None	Spring & Summer 2008	On going	Lesson plans indicate incorporation of targeted “high needs” knowledge, skills, practices
1.5 Align SE Math course content & expectations to the GLCEs & HS Math CEs; team SE content area teachers with GE counterparts	Cindy, Develyn & Amy	GLCE Standards & Benchmarks; HS Math CEs;	None	Fall 2008	On going	Developed curriculum maps in all SE classes aligned with GLCEs & HS Math CEs
Instruction:						
1.1 Identify mathematic academic & content vocabulary words challenging for students	Teaching staff led by Cindy & Barbara	Curriculum and content area texts	None	2008-2009	Monthly	List of vocabulary for targeted instruction
1.2 Disaggregate MAP Math RIT Ranges for each student; focus classroom instruction accordingly	Cindy & Barbara with teachers	MAP RIT Range reports for mathematics	None	2008-2009	Monthly	Individualized achievement plan for students
1.3 Participation in County wide RMAMg (Raising Math Achievement in the Middle Grades) improvement PD program	Barbara & MS math instructors	Subs for 4 PD days	Title II A PD funds	2008-2009	Monthly	Increased capacity in math instruction as evidenced in classroom observations; improved student achievement on Math MEAP scores

Assessment: 1.1 Analyze MAP results to highlight instructional needs	Barbara & Cindy to provide PD for staff	MAP Reports	None	Fall 2008 to Spring 2009	Monthly	Staff understanding & use of MAP assessment results in classroom instruction & individual student program planning
1.2 Review alignment of MAP results with MEAP success indicators	Barbara & Cindy	MI Tracker	Yearly MI Tracker fee	Fall & Winter 2008/2009	Monthly	Alignment use reports from MI Tracker
1.3 Assess SE students quarterly with the MAP assessment to monitor for growth as outlined on IEPs	Develyn & Amy	MAP assessment; computer lab	None	Sept; Jan; May each year	Quarterly	Increased achievement by SE students

Goal Area: *Student Academic Achievement*

Objective: *Increase Student Enrollment Retention*

Evidences of Need

- High student turn over rate at the high school level negatively impacts on academic performance stability; of the 16% of students lost in 2004-2005, 66%% were HS students; of the 11% lost in 2005-2006, 76% were HS students; of the 15% lost in 2006-2007, 68% were HS students; of the 14% lost in 2007-2008, 65% were HS students
- Though fewer 9th graders failed classes and were retained in 2007-2008, 33% failed Algebra 1 and Biology I
- 2007 4 year graduation cohort demonstrated only 64.29% of WayPoint students graduated on time

Evidences of Success in Improvement

- High school student retention at the Academy increases by at least 50%
- Number of 9th graders failing classes is reduced by at least 50%
- Increase “on time” high school graduation for Class of 2009 by at least 25%; work toward 100% “on time” graduation by 2011

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Date of Activity (Start to End)	Monitoring Dates	Monitoring Indicators
1.1 Survey students to evaluate their satisfaction with the Academy yearly	Barbara	Survey document; scoring & analysis	None	Fall of each school year	n/a	Completed survey
1.2 Survey parents of students moving from the Academy	Amie	Survey document; postage; time	Postage	Each time a student leaves WayPoint	On going	Survey data to analyze
1.3 Create a Transition Program for MS students moving to HS	Amie & Kirsten	research successful transition practices; time	Minimal for materials	Implementation began in 2007; to continue in 2008 & 2009	Monthly	Transition program in place

1.4 Create an Academy-wide rubric of the WayPoint Way conduct expectations to be taught to students for behavior self monitoring/assessment	Barbara & staff with Deb Wahlstrom	Staff meeting days	None	Sept to May (implement Fall 2008)	Quarterly	Rubric established & used by staff and students; continuous reduction in disciplinary referrals
1.5 Establish program of "credit recovery"; review available programs to determine "best fit"	Barbara & Amie	Novanet; Plato; MI-VHS	3-10K	Fall 2008	Until best "fit" is found	Program implemented & students achieving credit recovery
1.6 Study and implementation of Blankenstein's 6 Principles of Highly Effective Schools and Marzano's Essential 9 Instructional Strategies	Barbara & staff	Staff meetings	6K	Aug 2008-June 2009	Daily & weekly "walk through"	"Look fors" are recognized as "walk throughs" are conducted by Supt.; classroom teachers are implementing what is being learned during PD trainings

Goal Area: *Communication with parents*

Objective: *Ensure effective communication with parents*

Evidence of Need

- 29% of parents responded to/completed the Parent Survey mailed to them in Spring 2008
- Spring 2008 Parent Survey results suggests that parents do not always feel encouraged to become involved in WayPoint activities, events, trips, etc. (3.35 out of 4.00)
- Parents not “engaged” in Academy sponsored activities/events
- Non English speaking population of students (Spanish speaking) increasing significantly

Evidence of Success in Improvement

- At least 35% of parents will complete & return the 2009 Parent Satisfaction Survey
- Spring 2008 results will realize increase from 3.35 to at least 3.50
- Family, Food & Fun Nights held monthly are attended by a majority of parents
- Parents who speak only Spanish will have materials/all communications available to them in Spanish

Action Strategies (Tasks)	Person Responsible for Implementing Strategy	Resources Needed to Complete Task	Budget Implications	Date of Activity (Start to End)	Monitoring Dates	Monitoring Indicators
1.1 Phone/contact logs to be kept by teachers on a weekly basis & submitted for review	Barbara & staff	Phone logs	Less than \$100	2008-2009	Biweekly	Completed phone logs w/concern & celebration calls
1.2 Weekly email messages to parents from teachers & administration	Barbara & staff	Computers & parent email addresses	Minimal	2008-2009	Weekly	Parents responding they are being kept informed

1.3 Maintain up-to-date Homework Hotline & Parent Internet Viewer	Barbara, Heidi & staff	PIV software & HW Hotline phone mailboxes	3K	2008-2009	Weekly	HW Hotlines & PIV always up to date with information
1.4 Bi weekly parent newsletters sent home via USPS & email; post on website	Barbara & Heidi	Postage, paper, email addresses, website, Dreamweaver software	\$ 6000-8000	2008-2009	Biweekly	Newsletter out every two weeks via USPS, email & website
1.5 Provide transportation & daycare for Academy activities & events	Barbara, Amie & Kirsten	Vehicles; mileage reimbursement; daycare workers	\$ 1000	Fall 2008 to June 2009	Specific to event dates	Increase in number of parents attending activities & events
1.6 Establish monthly "Family, Food & Fun" Nights for each grade level	Barbara & staff	Food, games, materials	\$2500K	Fall 2008-Spring 2009	Monthly	Parent attendance monitored on sign in sheets
1.7 Creation & implementation of new more "user friendly" Academy website	Barbara	Website software & hosting service	\$8K	Summer 2008	On going	Parent and student traffic on site